Zimbabwe Education Fact Sheets | 2021

Analyses for learning and equity using MICS data

MICS-EAGLE

Ministry of Primary and Secondary Education

GPE KIX
CONNAISSANCES INNOVATION ÉCHANGES

Acknowledgement

The 2021 MICS-EAGLE Zimbabwe Education Fact Sheets were jointly developed by Niki Abrishamian and Hideyuki Tsuruoka of the UNICEF Zimbabwe Country Office; Beifith Kouak Tiyab of UNICEF's Eastern and Southern Africa Regional Office; and Sakshi Mishra, Yixin Wang, Suguru Mizunoya, Diogo Amaro and Margaret Kelly of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, UNICEF Headquarters, with support from many helping hands.

We would like to express our deepest gratitude to the Ministry of Education and Training officials who provided inputs to the MICS-EAGLE Zimbabwe Education Fact Sheets, with special mention to Cyprian Kent Masocha without whose support this initiative could not have advanced.

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavour with the International Development Research Centre, Canada.

Last but not least, the team would also like to thank Mariam Lelashvili for the editing and design of the Fact Sheets.

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. More than 330 MICS surveys have been carried out in more than 115 countries. It is a major data source of information for the Millennium Development Goals indicators, and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1) as well as parental involvement in education. .

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018. Its objective is to improve learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, and lack of effective data utilisation by governments and education stakeholders. MICS-EAGLE is designed to:

- support education sector situation analysis and sectorplan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure that each child can reach his or her full potential by reducing barriers to opportunities.sign of the Fact Sheets.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 15-17 years who have not completed primary education.

In Zimbabwe, 11 per cent of children aged between 15 and 17 have not completed primary education. Among this 11 percent who have not completed primary education, 65 per cent are males and 35 per cent are females.

How are fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level.

The seven topics listed below are analysed through an equity lens (gender, socioeconomic status, ethnicity, etc.):

Access and completion

Skills
(learning outcomes, ICT skills and literacy rate)

Inclusive Education
(with a focus on disability)

Early Learning

Out-of-School Children

Repetition and Dropouts
(internal efficiency)

Child Protection
(child labour and child marriage)

Remote Learning

Topic 1: Completion Rates

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 7 grades, then the intended age for the last grade of primary education is 12 years. In this case, the reference age group for calculation of the primary completion rate would be 15-17 years (12 + 3 = 15 and 12 + 5 = 17). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

Guiding questions:

1. In which level of education is completion rate the lowest?
2. What are the characteristics of children who do not complete each level of education?
3. What provinces have the lowest completion rates at each level?
4. What is the profile of children who not complete each level of education?

Overview

Figure 1 Overview of completion rates

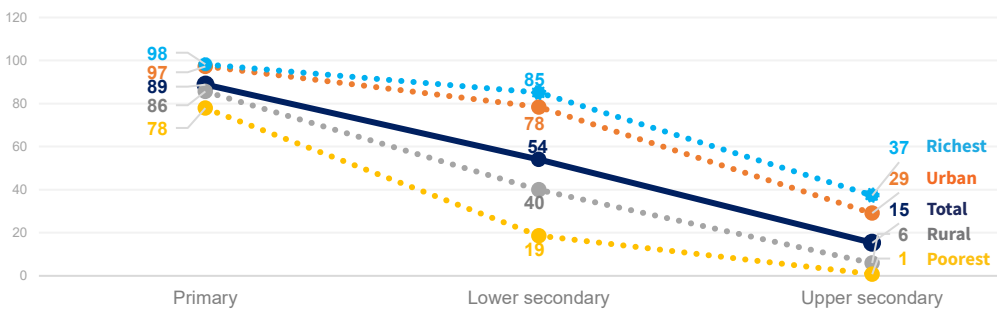


Figure 2 Primary education completion rate

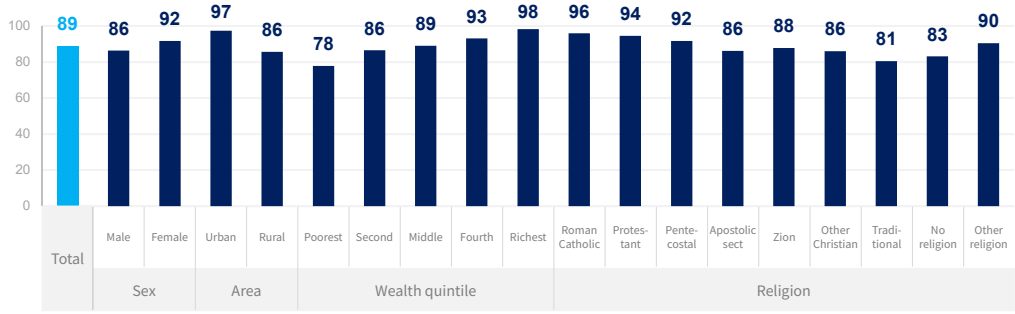


Figure 3 Lower secondary education completion rate

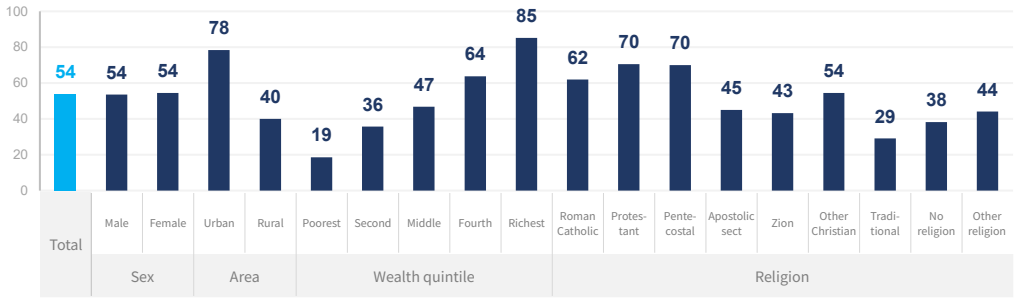
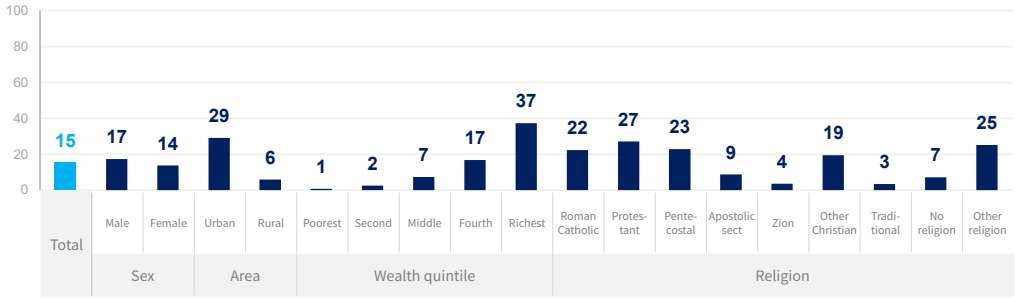


Figure 4 Upper secondary education completion rate



Findings:

- Around 89 per cent of children complete primary education.
- However, completion rates decline steeply at higher level of education, with only 15 per cent of all children completing upper secondary education.
- This implies that compared to primary education, lower and upper secondary education may have higher rates of dropouts, repetition or delayed completion, leading to lower completion rates for those levels.
- Socio-economic disparities influence the share of children completing a level of education.
- Children belonging to the poorest quintile and those living in rural areas have particularly low completion rates. At all levels, rural and poor children have completion rates below the national average, whereas urban and richer children have completion rates above the national average.
- The gap between the completion rates of children from the richest and the poorest wealth quintile widens starkly as they progress through the education system. While 37 per cent of children from the richest quintile complete upper secondary education, only 1 per cent of children from the poorest quintile do so.
- Expressed as ratios, 1.3 times more children from the richest quintile complete primary education compared to children from the poorest quintile, 5 times more children from the richest quintile complete lower secondary education compared to children from the poorest quintile, and 37 times more children from the richest quintile complete upper secondary education compared to children from the poorest quintile.

Provincial disaggregation

Figure 5 Completion rate, primary

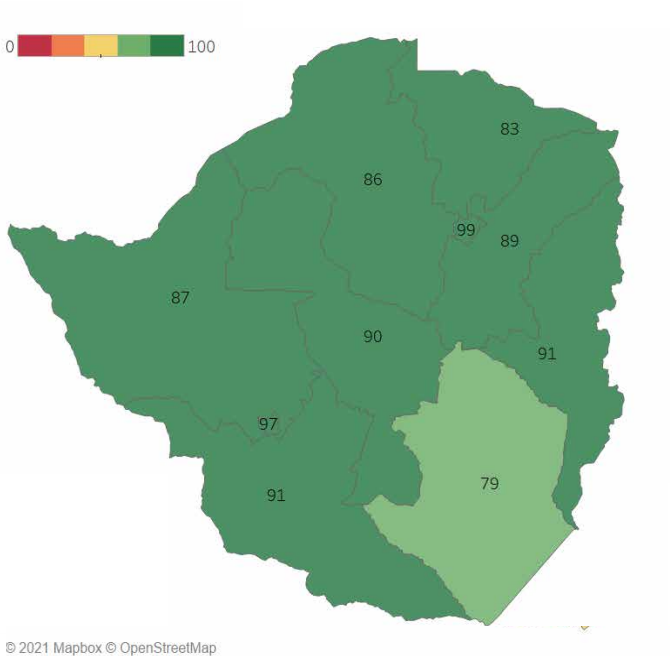


Figure 6 Completion rate, lower secondary

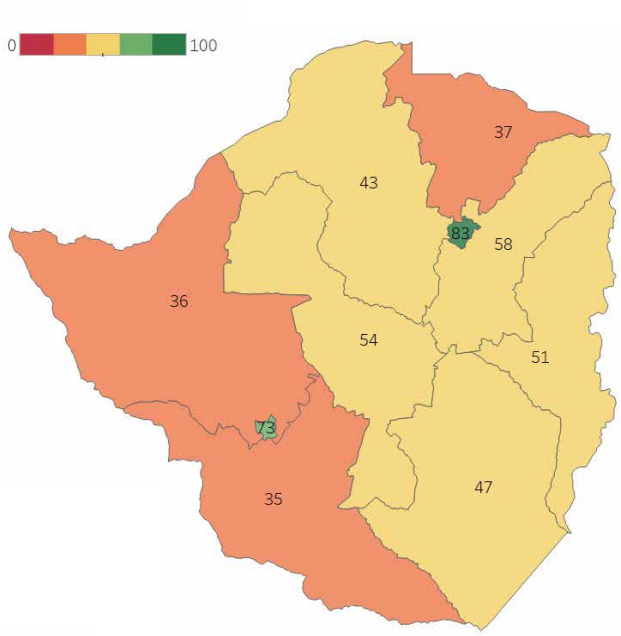
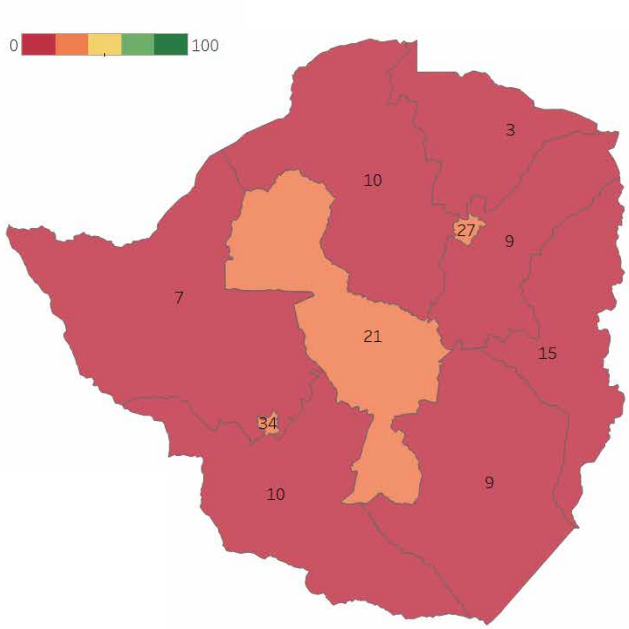


Figure 7 Completion rate, upper secondary



Findings:

- Serious provincial disparities in education exist in Zimbabwe.
- Overall, Bulawayo, Midlands, and Harare have higher completion rate across all levels of education. In contrast, other provinces have much lower completion rate. Mashonaland Central, Mashonaland East, Matabeleland North, and Masvingo all have upper secondary completion rate less than 10 per cent.
- At primary school level, some provinces are close to achieving universal completion, such as Bulawayo and Harare.
- In particular, Harare has the highest completion rate in primary and lower secondary level, and Bulawayo has the highest completion rate in upper secondary level.

Profiles of children who do not complete school

These profiles are based on the share of children not completing each level of education in Zimbabwe, where 11 per cent of children do not complete primary, 46 per cent do not complete lower secondary and 85 per cent do not complete upper secondary.

Figure 8 Profile of children who do not complete school, **by sex**

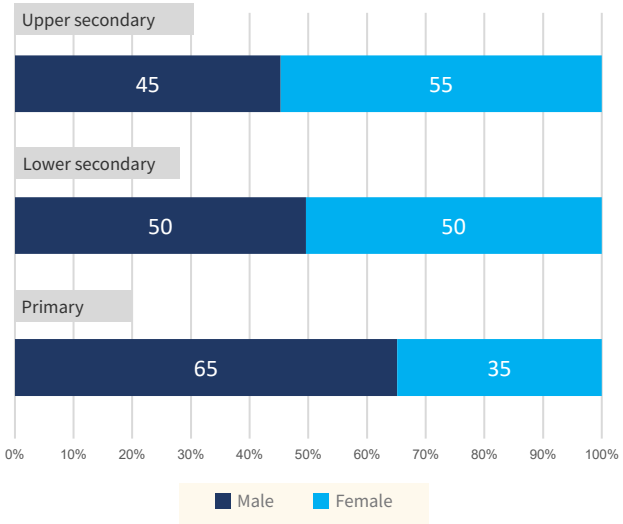


Figure 9 Profile of children who do not complete school, **by area**

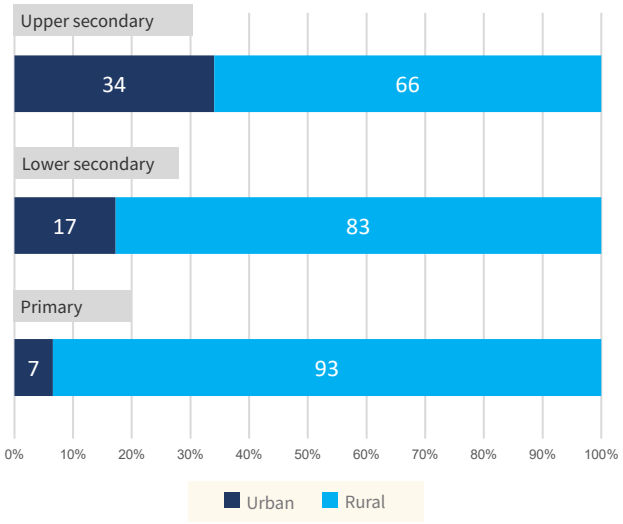


Figure 10 Profile of children who do not complete school, **by wealth quintile**

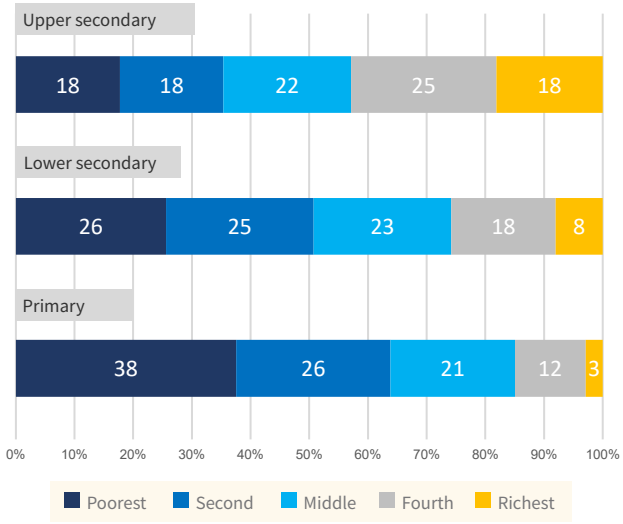


Figure 11 Profile of children who do not complete school, **by religion**

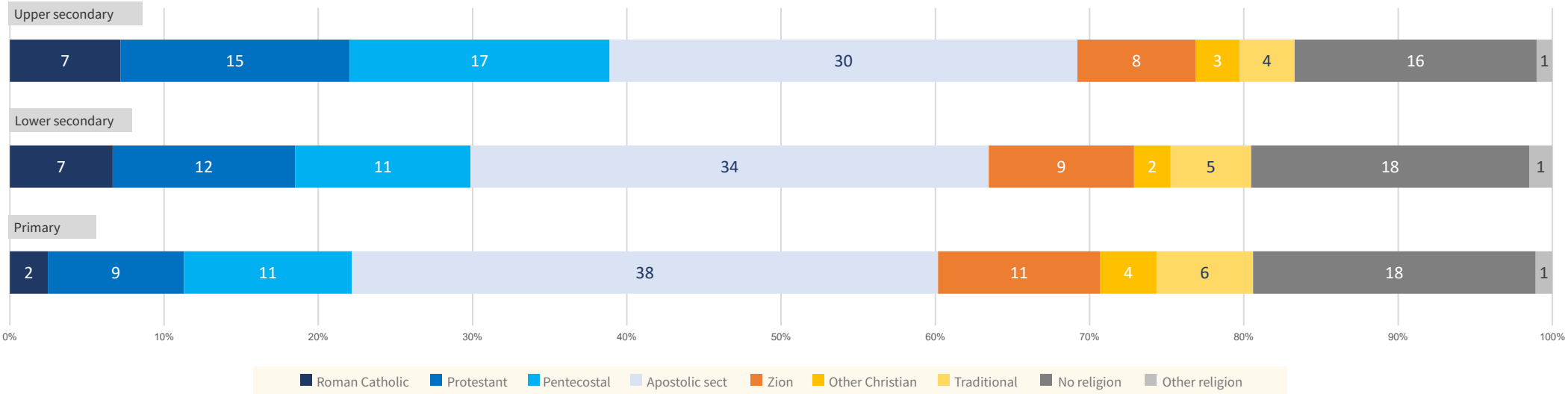
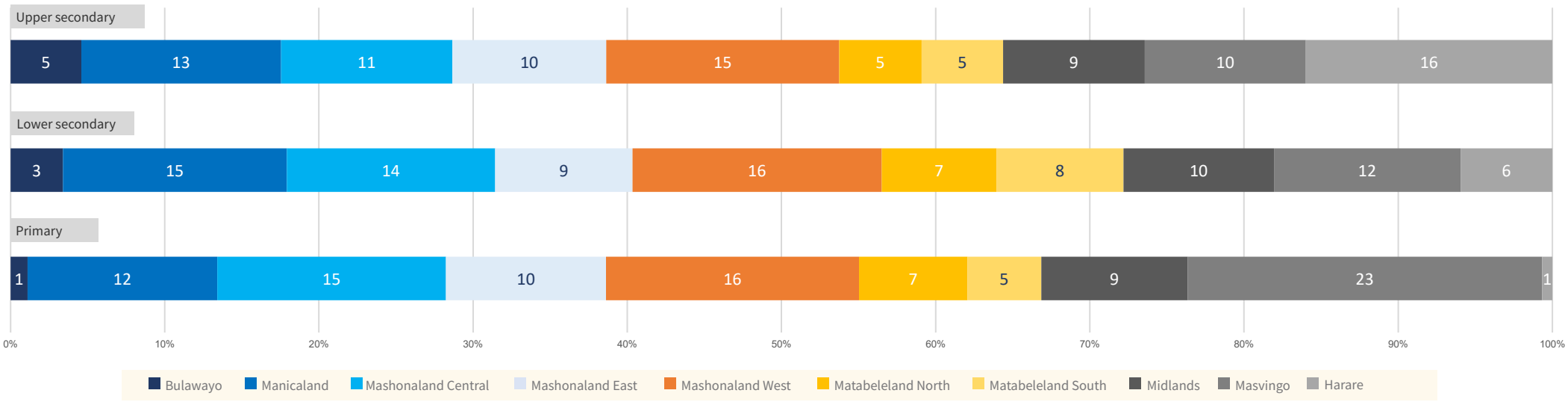


Figure 12 Profile of children who do not complete school, **by province**



Findings:

- Boys are less likely to complete primary school, but girls are less likely to complete an education level as they progress through the education system.
- Between urban and rural areas, more than two thirds of the children who do not complete an education level reside in rural areas, and the gap narrows at higher levels of the education.
- Children from the two poorest wealth quintiles make up over half of those who do not complete primary and lower secondary education.
- The Apostolic sect are the largest religion group in the country, and so despite having high completion rates, their numbers mean that they are overrepresented in this type of profile.

TABLE 1. COMPLETION RATES

Shares & headcounts by various socioeconomic characteristics

		Completion rates (%)			Headcount of children who did not complete		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		**89%**	**52%**	**15%**	**110,000**	**399,000**	**687,000**
Sex	Male	86%	52%	17%	72,000	197,000	312,000
	Female	92%	52%	14%	38,000	202,000	376,000
Area	Urban	97%	77%	29%	7,000	69,000	234,000
	Rural	86%	39%	6%	103,000	330,000	453,000
Wealth quintile	Poorest	78%	17%	1%	41,000	103,000	122,000
	Second	86%	32%	2%	29,000	100,000	122,000
	Middle	89%	47%	7%	23,000	94,000	149,000
	Fourth	93%	62%	17%	13,000	71,000	170,000
	Richest	98%	84%	37%	3,000	32,000	125,000
Religion	Roman Catholic	96%	55%	22%	3,000	26,000	49,000
	Protestant	94%	68%	27%	10,000	47,000	102,000
	Pentecostal	92%	69%	23%	12,000	46,000	116,000
	Apostolic sect	86%	44%	9%	42,000	134,000	208,000
	Zion	88%	44%	4%	12,000	38,000	53,000
	Other Christian	86%	51%	19%	4,000	9,000	19,000
	Traditional	81%	26%	3%	7,000	21,000	25,000
	No religion	83%	36%	7%	20,000	72,000	108,000
	Other religion	90%	52%	25%	1,000	6,000	7,000
Province	Bulawayo	97%	74%	34%	1,000	14,000	32,000
	Manicaland	91%	53%	15%	13,000	59,000	89,000
	Mashonaland Central	83%	40%	3%	16,000	55,000	77,000
	Mashonaland East	89%	52%	9%	11,000	35,000	69,000
	Mashonaland West	86%	38%	10%	18,000	64,000	104,000
	Matabeleland North	87%	31%	7%	8,000	30,000	37,000
	Matabeleland South	91%	32%	10%	5,000	33,000	36,000
	Midlands	90%	54%	21%	10,000	39,000	63,000
	Masvingo	79%	45%	9%	25,000	48,000	72,000
	Harare	99%	81%	27%	1,000	24,000	109,000

*headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests

Completion - Shares & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the completion rates for each group (indicated on the y-axis).

Figure 13 Completion rates and headcounts of children who do not complete **primary** school

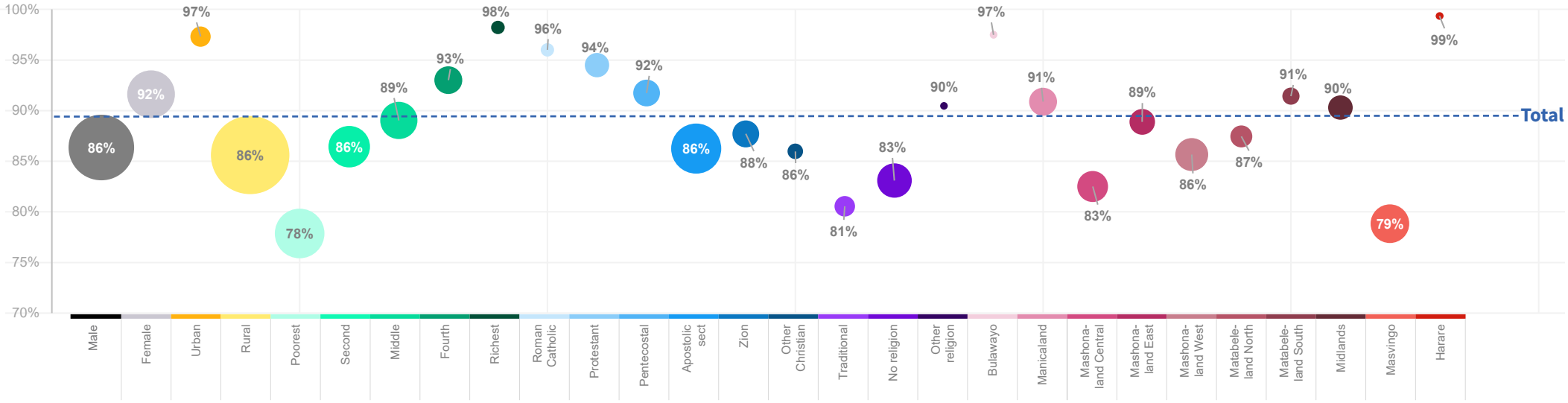


Figure 14 Completion rates and headcounts of children who do not complete **lower secondary** school

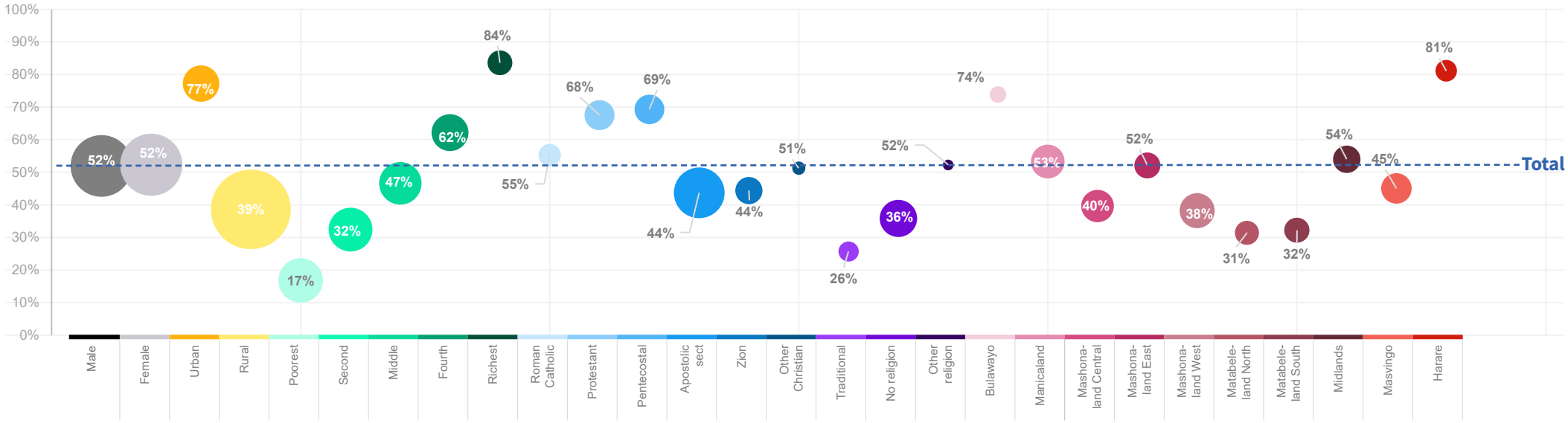
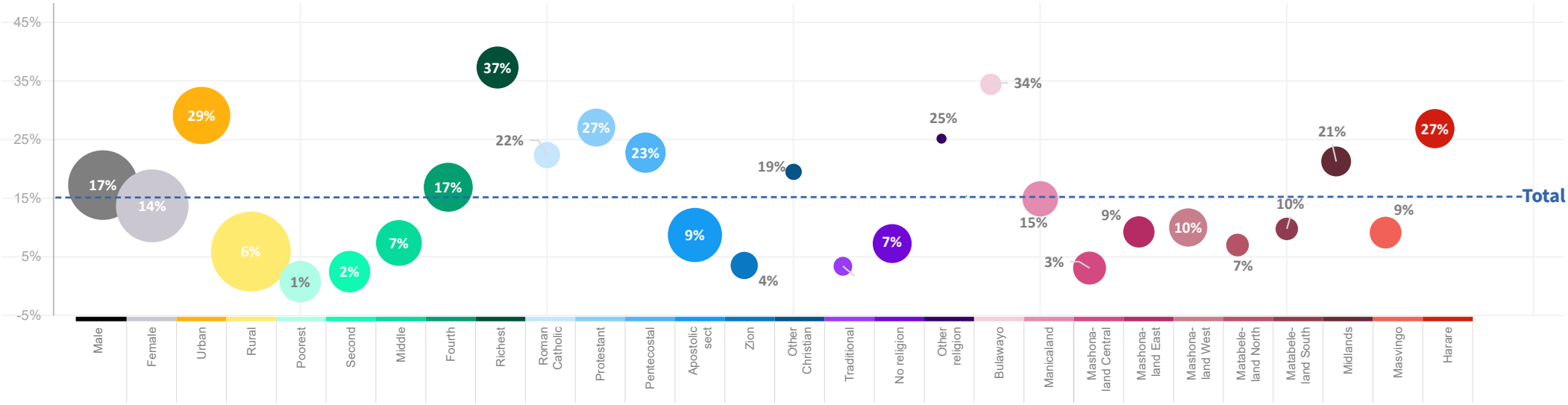


Figure 15 Completion rates and headcounts of children who do not complete **upper secondary** school



Findings:

- Across all three levels, completion rates are lower and the number of children not completing each level is higher in rural areas than in urban areas.
- Completion rates in Zimbabwe are strongly associated with children's socio-economic status. The completion rates for the poorest quintile drop from 86 per cent at the primary level to less than 1 per cent at the upper secondary level.
- At primary level, the Roman Catholic and Other Christian religion have similar numbers of children who do not complete primary education, but the Roman Catholic religion has a higher completion rate than the Other Christian religion. In terms of province, Masvingo has both the lowest completion rate and the highest number of children who do not complete.
- At lower secondary level, Apostolic sect religion has the highest number of children who do not complete lower secondary education, due to its higher share in the population. In terms of province, Bulawayo and Harare have the highest completion rate.
- At the upper secondary level, the completion rates drop to 15 per cent nationally, with the children from the bottom two wealth quintiles having completion rate lower than 3 per cent. Apostolic sect again has the largest number of children who do not complete due to its larger population base. Harare and Matabeleland West have fairly the same number of children who failed to complete upper secondary education, but the completion rates is much higher in Harare than in Mashonaland West.

Topic 2: Foundational Learning Skills

What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i)reading and (ii) numeracy, by sex.

Guiding questions:

1. By which grade do most children acquire foundational learning skills (measured at the Grades 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills measured at the Grade 2/3 level

Figure 16 Share of children aged 7 to 14 with foundational skills by highest grade attended

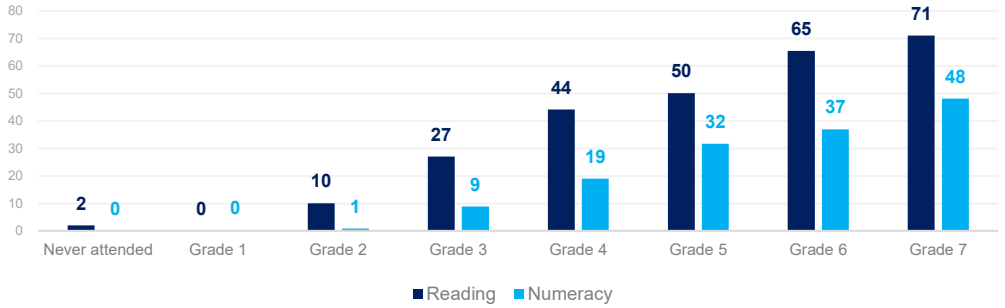


Figure 17 Share of children aged 7 to 14 with foundational reading skills

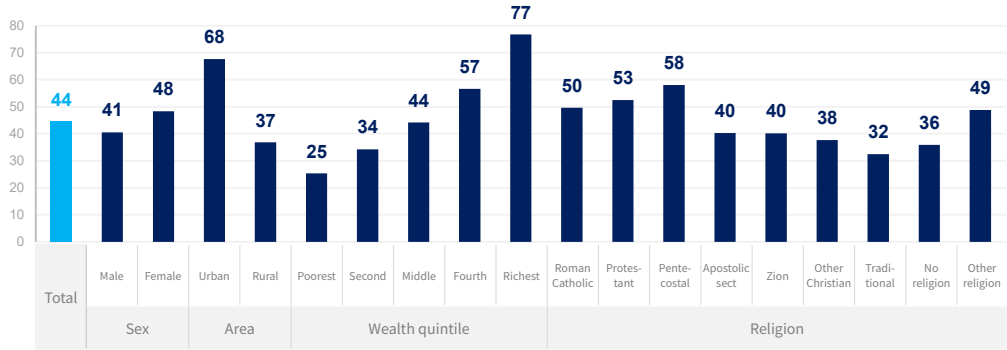
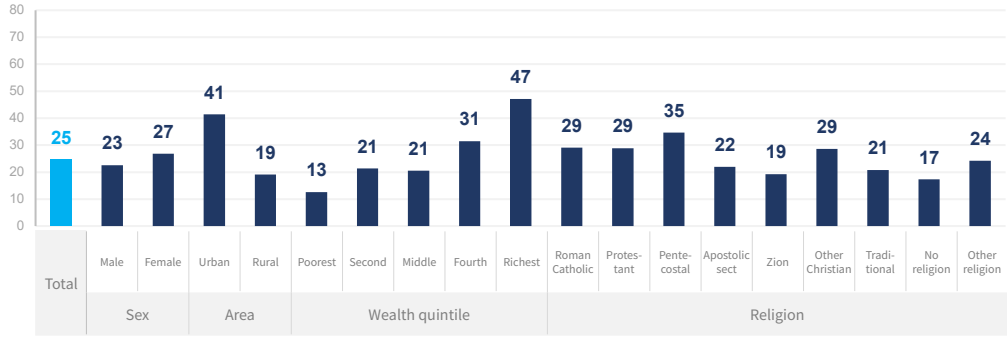


Figure 18 Share of children aged 7 to 14 with foundational numeracy skills



Findings:

- The Foundational Learning module assesses skills at the Grade 2/3 level. Only 9 per cent of children in whose highest grade attended are Grade 3 have the expected level of numeracy skills for that grade, while 27 per cent have the expected level of literacy skills for the same grade.
- Children learn by staying in school, but only 48 per cent whose highest grade attended is grade 7 have the numeracy skills and only 71 per cent have the reading skills they should have acquired by Grade 3.
- The share of children with foundational skills, both literacy and numeracy, is higher in urban areas, among richest and among certain religion groups such as Pentecostal and Roma Catholic.
- The most striking differences in learning are associated with household wealth: the share of children from the richest quintile with foundational literacy skills is three times higher than in the poorest quintile. This gap is even wider in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is nearly four times higher than in the poorest quintile.

How literacy and ICT skills were measured?

ICT skills were based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

Literacy was assessed for women and men age 15-24 years on the ability to read a short simple statement or based on school attendance. Those who have ever attended lower secondary or higher education are immediately classified as literate, due to their education level and are therefore not asked to read the statement. All others who successfully read the statement are also classified as literate.

Figure 19 Literacy rates among youth aged 15 to 24 years

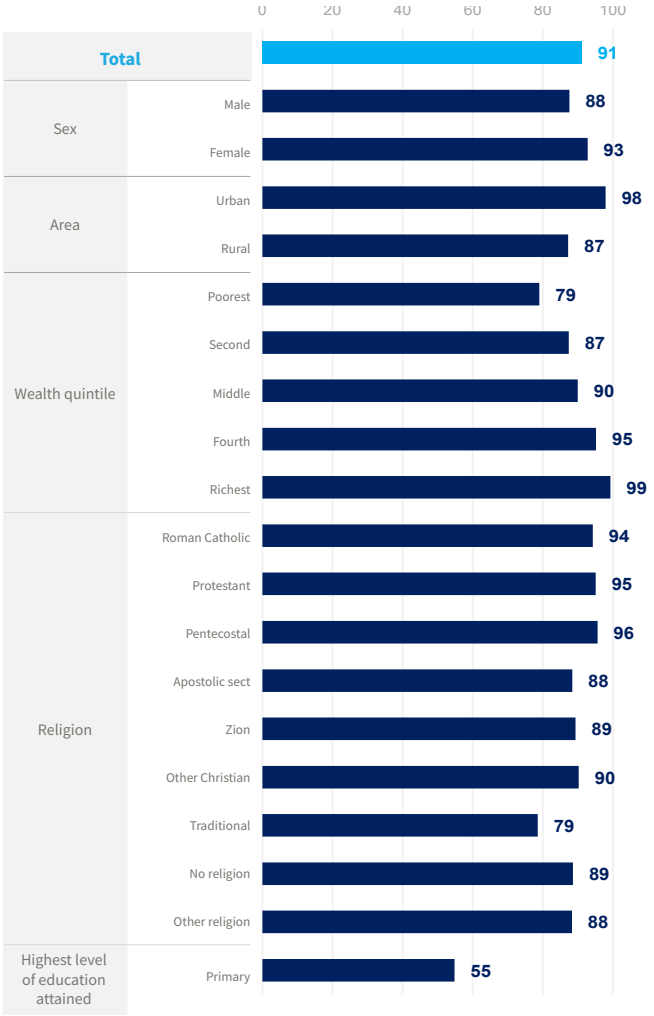
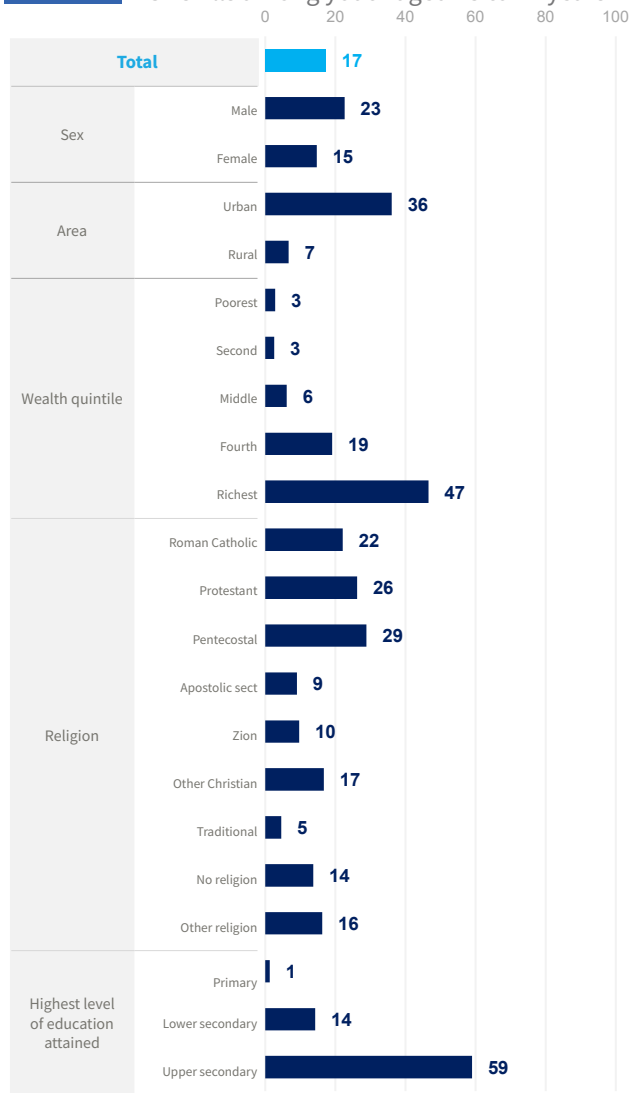


Figure 20 ICT skills among youth aged 15 to 24 years



Findings:

- About 91 per cent of 15 to 24-year olds are literate. However, only 79 per cent of those from the bottom wealth quintile are literate. Females, those living in urban areas and from the richest wealth quintile have higher rates of literacy relative to their peers.
- Only 17 per cent of youth aged 15-24 years have at least one ICT skill.
- Compared to women, men are more likely to have at least one ICT skill. Such skills are much more present in urban areas (36 per cent) than rural areas (7 per cent).
- Socio-economic status and religion are also associated with ICT skills. Only 3 per cent of poorest youth undertook any ICT activity, whereas 47 per cent from the richest quintile did so.
- The gap is even larger when contrasting ICT skills based on level of education attended. The share of youth performing any ICT-related activity is almost non-existent in Primary or below, and it jumps to 73 per cent for those who attended higher education.

Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the share of children not demonstrating foundational reading and numeracy skills in Zimbabwe, where 56 per cent of children do not have foundational reading skills, and 75 per cent do not have foundational numeracy skills.

Figure 21 Profile of children who do not have foundational skills, **by sex**

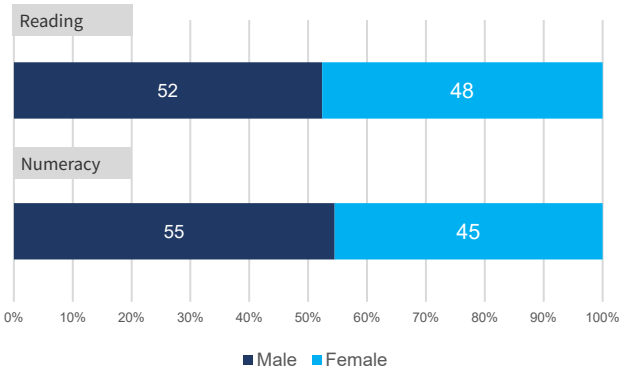


Figure 22 Profile of children who do not have foundational skills, **by area**

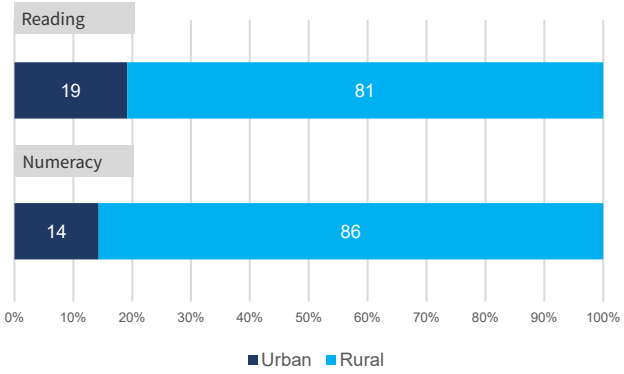


Figure 23 Profile of children who do not have foundational skills, **by wealth quintile**

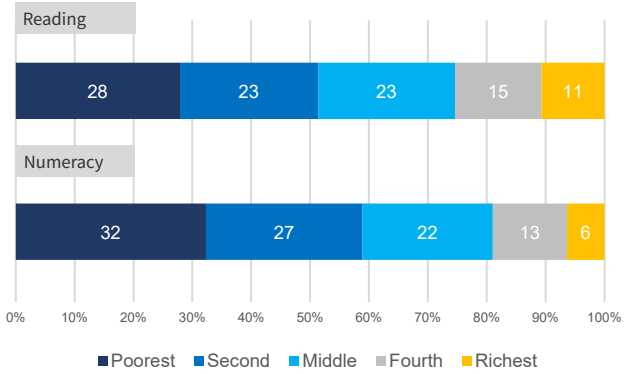


Figure 24 Profile of children who do not have foundational skills, **by religion**

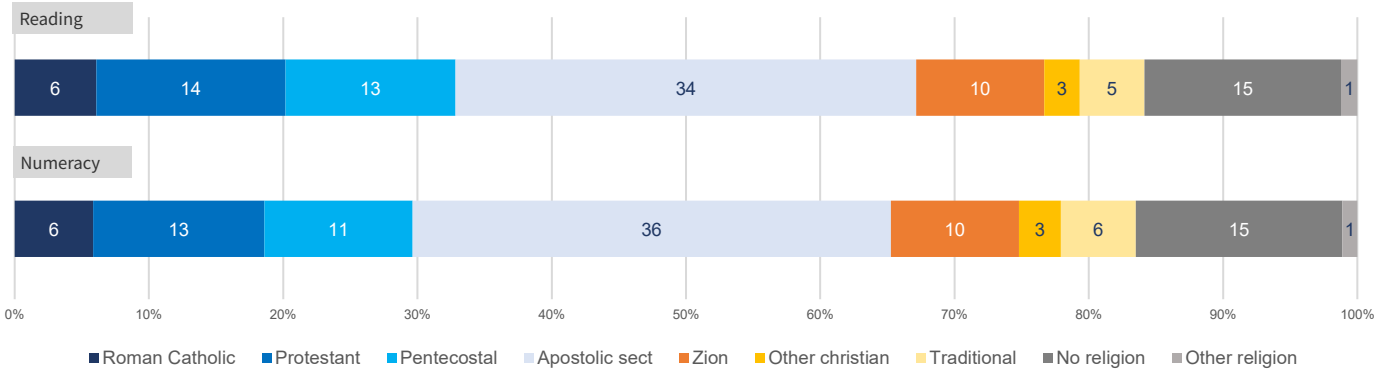
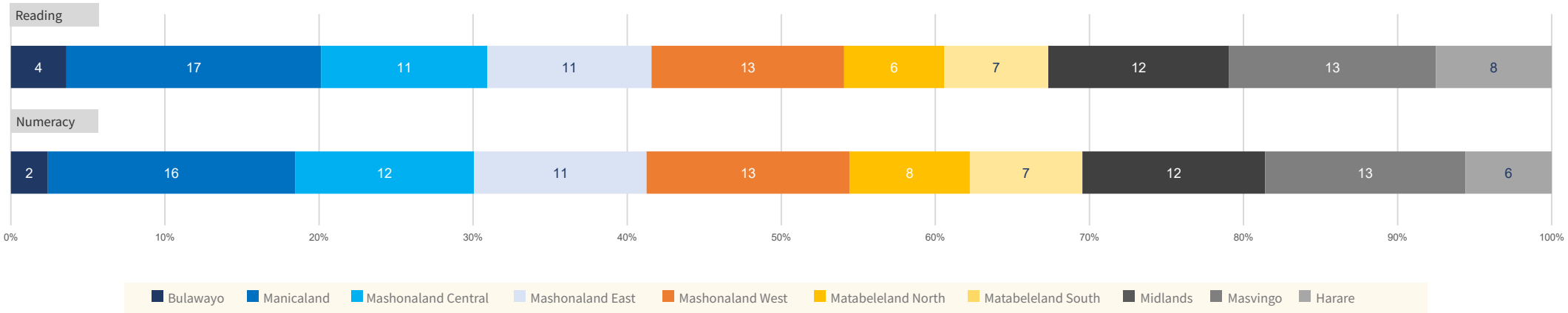


Figure 25 Profile of children who do not do not have foundational skills, **by province**



Findings:

- Boys are slightly more represented than girls among those who do not have foundational numeracy and reading skills.
- Most children who are not learning are from rural areas (81 per cent for numeracy and 86 per cent for reading).
- Socioeconomic status also shows strong inequalities in foundational learning skills, with the gap wider in reading than in numeracy.
- For example, the poorest two wealth quintile made up oughly 60 per cent of the children who do not exhibit foundational reading skill.

TABLE 2. FOUNDATIONAL SKILLS

Shares & headcounts by various socioeconomic characteristics

		Share of children aged 7 to 14 who are not learning		Headcount of children not learning	
		Reading	Numeracy	Reading	Numeracy
	Total	**56%**	**75%**	**1,671,000**	**2,289,000**
Sex	Male	59%	77%	917,000	1,204,000
	Female	52%	73%	754,000	1,085,000
Area	Urban	32%	59%	233,000	430,000
	Rural	63%	81%	1,438,000	1,859,000
Wealth quintile	Poorest	75%	87%	543,000	640,000
	Second	66%	79%	448,000	540,000
	Middle	56%	79%	369,000	533,000
	Fourth	43%	69%	207,000	335,000
	Richest	23%	53%	103,000	240,000
Religion	Roman Catholic	50%	71%	97,000	138,000
	Protestant	47%	71%	211,000	322,000
	Pentecostal	42%	65%	185,000	289,000
	Apostolic sect	60%	78%	596,000	787,000
	Zion	60%	81%	161,000	220,000
	Other christian	62%	71%	53,000	61,000
	Traditional	68%	79%	93,000	110,000
	No religion	64%	83%	254,000	333,000
	Other religion	51%	76%	19,000	29,000
Province	Bulawayo	31%	63%	39,000	83,000
	Manicaland	56%	78%	267,000	378,000
	Mashonaland Central	67%	84%	194,000	246,000
	Mashonaland East	60%	78%	186,000	243,000
	Mashonaland West	60%	77%	220,000	287,000
	Matabeleland North	68%	76%	132,000	150,000
	Matabeleland South	63%	80%	123,000	155,000
	Midlands	56%	75%	199,000	270,000
	Masvingo	56%	79%	218,000	309,000
	Harare	31%	56%	91,000	168,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Findings:

- The number of rural children who do not have foundational skills is relatively large.
- For both literacy and numeracy, Zion and Pentecostal religion have similar number of children who do not have foundational skills. However, the share of children who are not learning is higher for Zion religion.
- Among all subgroups, children from the poorest quintile have the highest share who do not have foundational reading or numeracy skills.
- In terms of the province, Mashonaland Central has the highest rate of children who do not have foundational reading and numeracy skills.

Foundational skills - Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

Figure 26 Headcounts and shares of children who do not have foundational **reading** skills

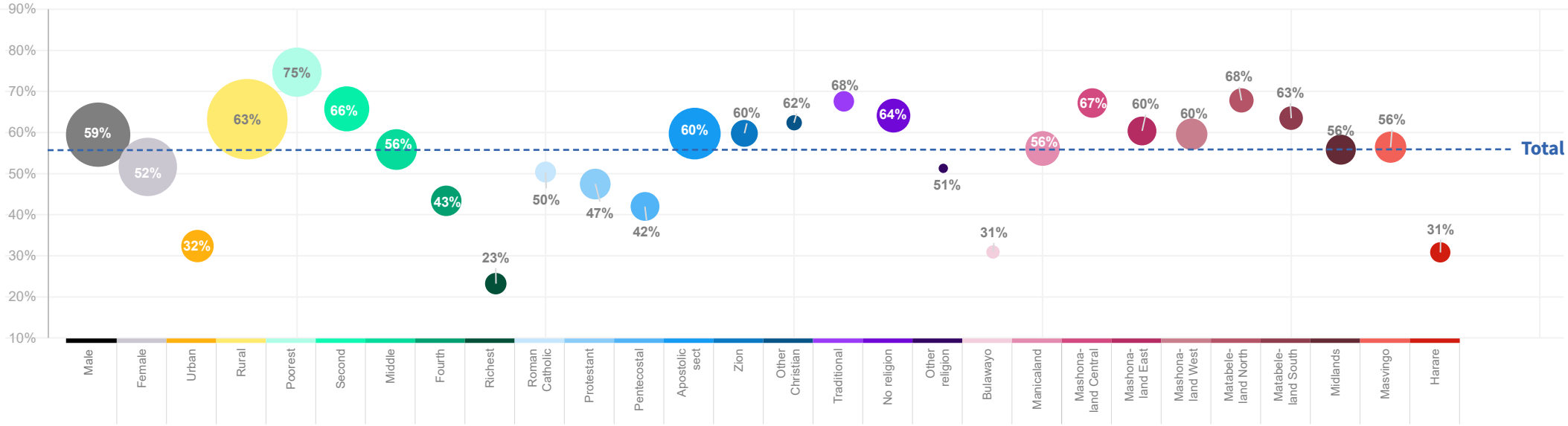
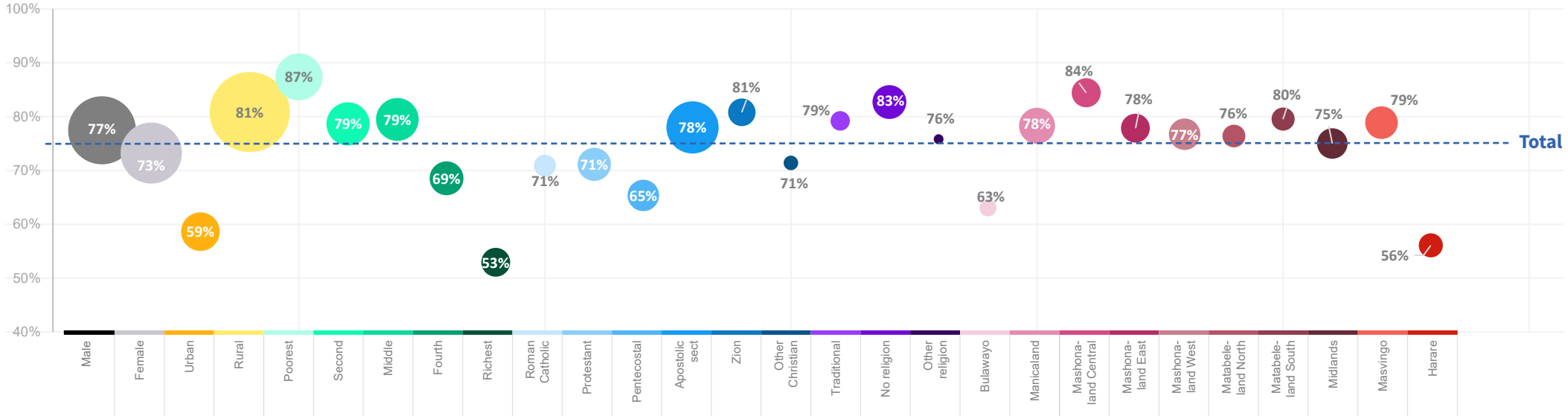


Figure 27 Headcounts and shares of children who do not have foundational **numeracy** skills



Topic 3: Out-of-School Children

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

Guiding questions:

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which provinces have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?w

Overview

Figure 28 Overview of out-of-school rates

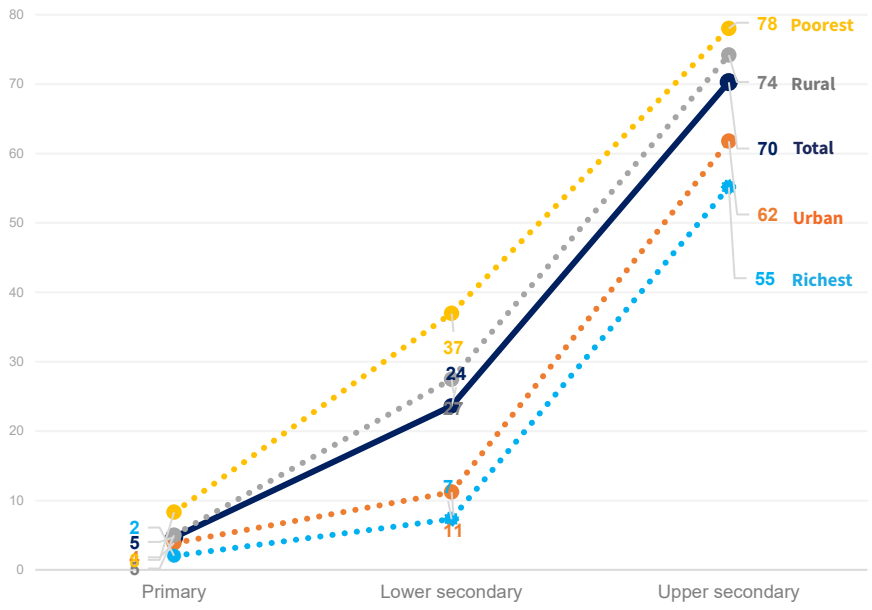
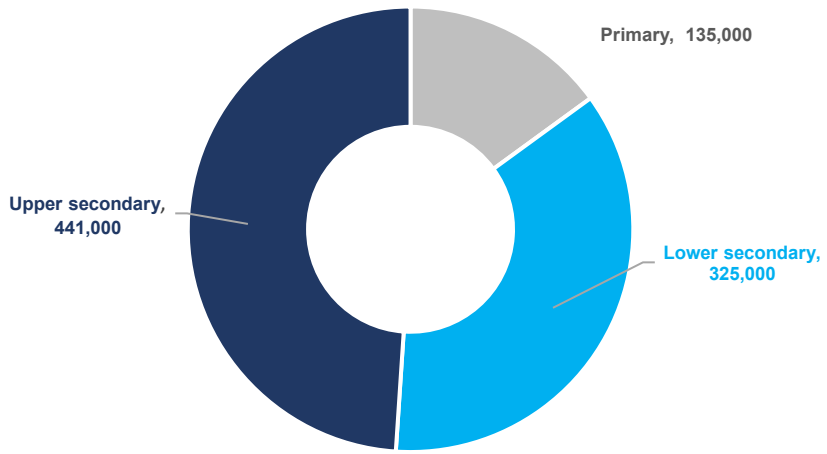


Figure 29 Out-of-school population (estimated headcount)



Findings:

- Nationally, less than 5 per cent of primary school age children are out of school.
- Differences among wealth quintile widen as the children progress the education system, and at all levels, children from the poorest wealth quintile have out-ot-school rates that are higher than the national average.
- In the lower secondary education age, the number of out-of-school children increases, particularly for the poorest (37 per cent) and the rural (27 per cent).
- The out-of-school situation worsens at the upper secondary level, in which nearly 80 per cent of children in the poorest quintile and over half of the children from the richest quintile are out-of-school.reading and numeracy skills.
- In total, 135,452 primary school age children and 325,401 lower secondary school-age children were out of school. At the upper secondary level the number of out-of-school children increases dramatically to 440,893.

Out-of-school children by level of education

Figure 30 **Primary** out-of-school rates

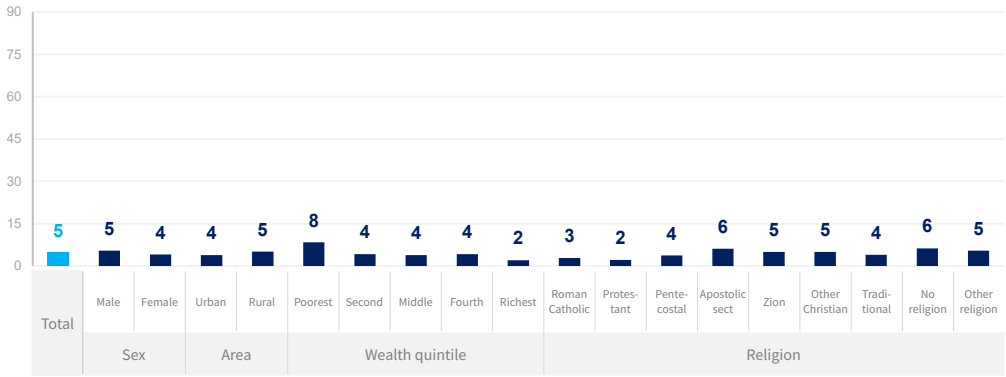


Figure 31 **Lower secondary** out-of-school rates

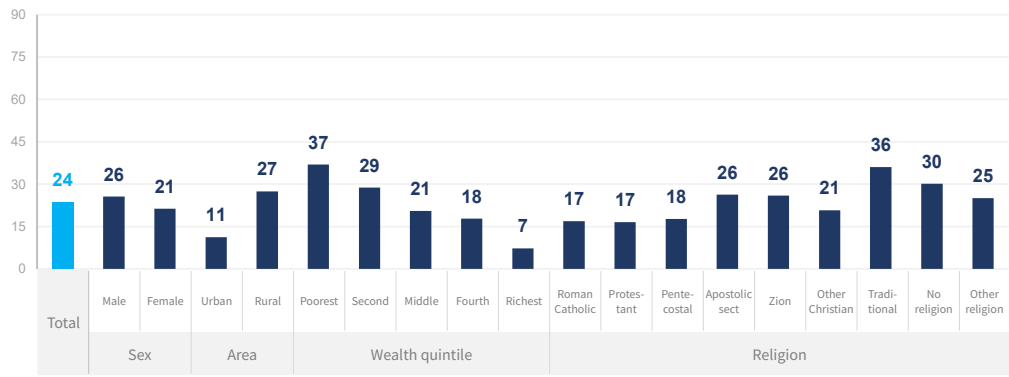
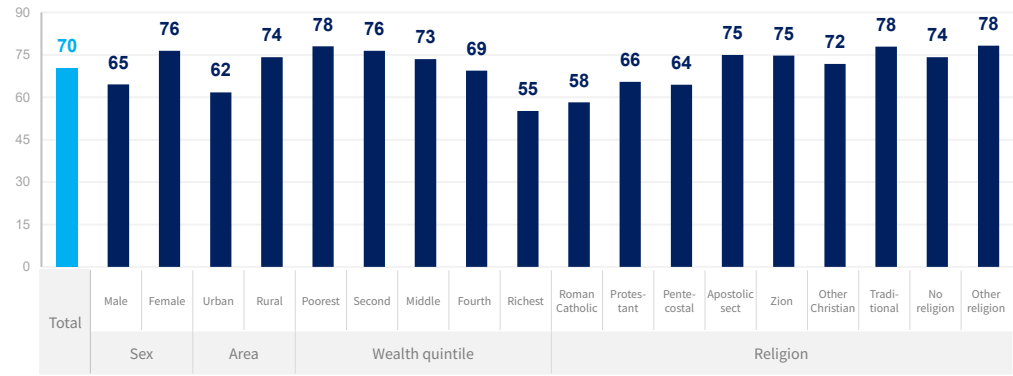


Figure 32 **Upper secondary** out-of-school rates



Findings:

- At the primary education level, 5 per cent of children are out of school, but children from the poorest wealth quintile have higher out-of-school rates compared to their peers from other groups.
- At the lower secondary level, the national out-of-school rate increases dramatically to 24 per cent. Some groups, namely the poor and those who are traditional religion, have particularly high out-of-school rates.
- The gap associated with socioeconomic status widens at the lower secondary level. For example, the gap between the poorest and the richest is 6 per cent at the primary education level but increases to 30 per cent at the lower secondary level.
- Finally, at the upper secondary level, the out-of-school rate doubles for all groups and the national rate increases to 70 per cent, with more girls having higher out-of-school rates than boys.

Provincial disaggregation

Figure 33 Share of out-of-school children, **primary**

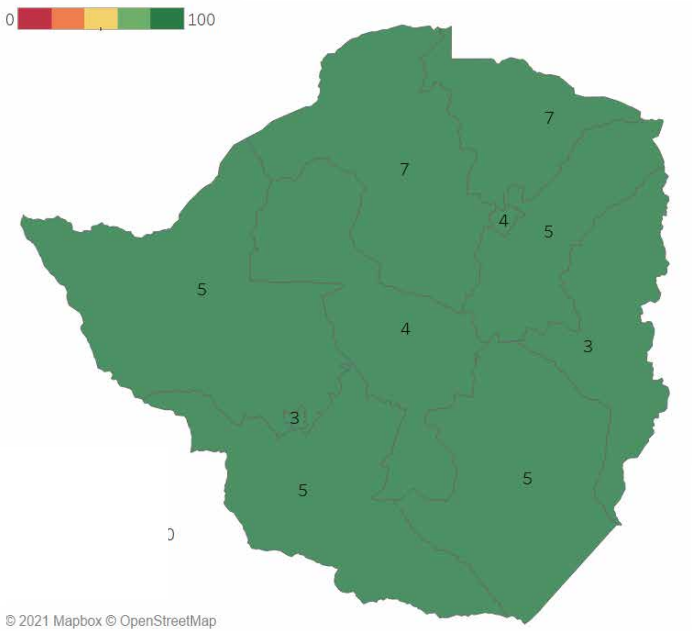


Figure 34 Share of out-of-school children, **lower secondary**

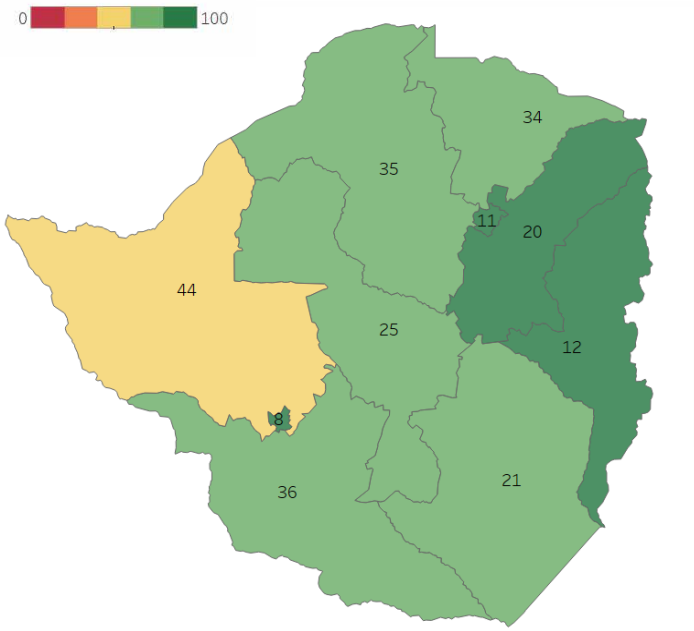
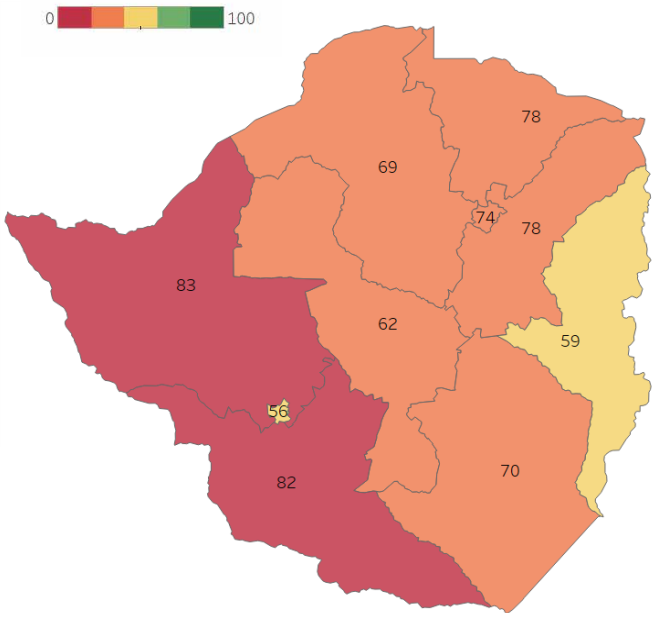


Figure 35 Share of out-of-school children, **upper secondary**



Findings:

- Overall, the primary school out-of-school rate is low in Zimbabwe.
- However, the out-of-school rate increases dramatically in all provinces for lower and upper secondary school.
- Overall, the out-of-school rate is highest in the west part of the country, especially for secondary school.
- At the lower and upper secondary level, Matabeleland North has the highest out-of-school rate, with 44% lower secondary school age children and 83% upper secondary school age children out of school.
- The rate of schooling is much lower in Bulawayo, where it moves from 3% in primary to 56% in upper secondary.

Profiles of out-of-school children

These profiles are based on the share of children who are out of school by each level of education in Zimbabwe, where 5 per cent of children out-of-school at primary school age, 24 per cent out-of-school at lower secondary age, and 70 per cent out-of-school at upper secondary age.

Figure 36 Profile of out-of-school children, **by sex**

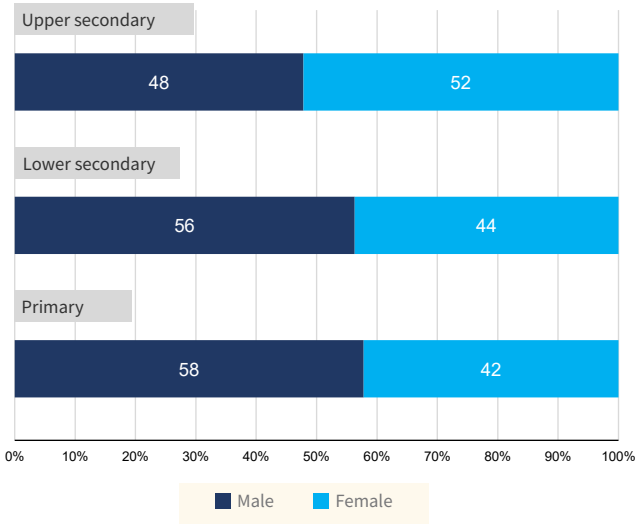


Figure 37 Profile of out-of-school children, **by area**

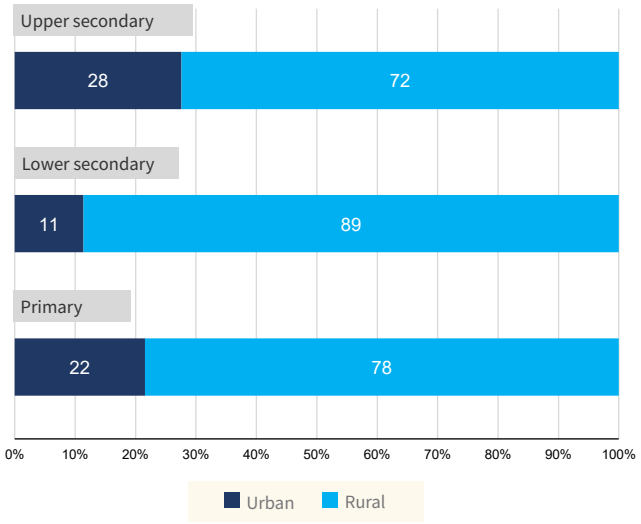


Figure 38 Profile of out-of-school children, **by wealth quintile**

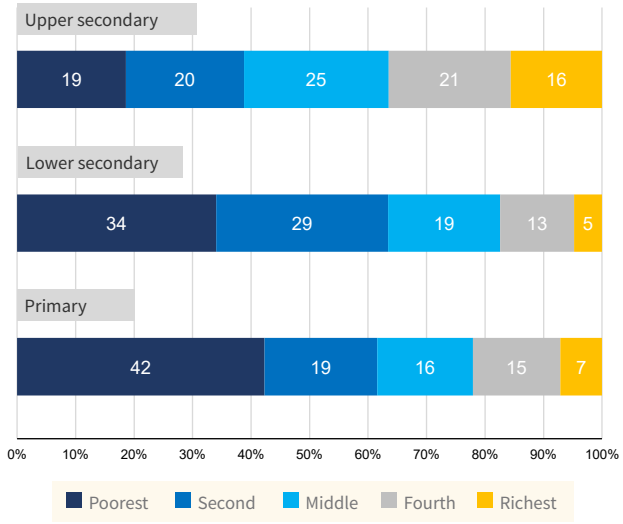


Figure 39 Profile of out-of-school children, **by religion**

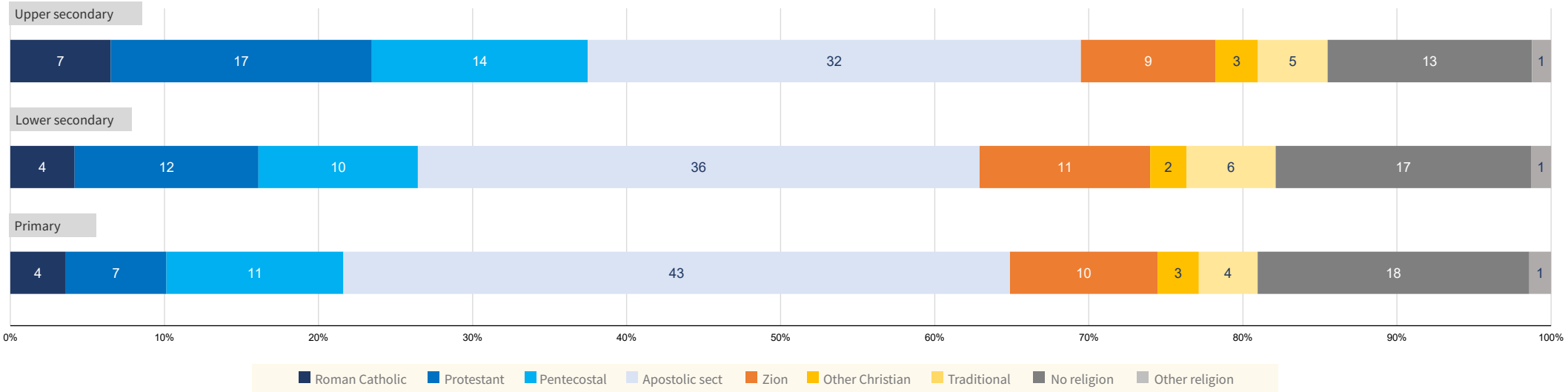
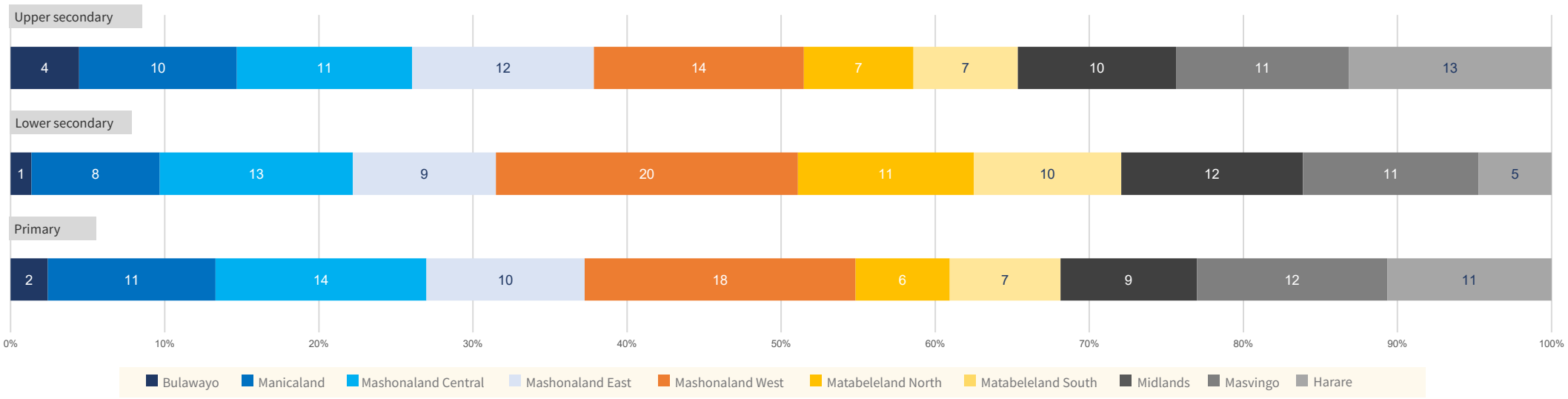


Figure 40 Profile of out-of-school children, **by province**



Findings:

- Of the out-of-school children in primary and lower secondary level, more out-of-school children are boys. The trend reverses in upper secondary level, with more out-of-school children being girls.
- Most of the out-of-school children resides in rural area, varying from 72 per cent in upper secondary to 89 per cent in lower secondary.
- Despite being 20 percent of the population, children coming from the bottom wealth quintile are over-represented in out-of-school children in primary and lower secondary level.

TABLE 3. OUT-OF-SCHOOL

Rates & headcounts by various socioeconomic characteristics

		Out of school rates (%)			Headcount of children out of school		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
	Total	**5%**	**24%**	**70%**	**134,000**	**326,000**	**435,000**
Sex	Male	5%	26%	65%	77,000	184,000	208,000
	Female	4%	21%	76%	57,000	142,000	227,000
Area	Urban	4%	11%	62%	29,000	37,000	119,000
	Rural	5%	27%	74%	105,000	289,000	316,000
Wealth quintile	Poorest	8%	37%	78%	57,000	111,000	81,000
	Second	4%	29%	76%	26,000	96,000	88,000
	Middle	4%	21%	73%	22,000	63,000	108,000
	Fourth	4%	18%	69%	20,000	41,000	91,000
	Richest	2%	7%	55%	10,000	16,000	68,000
Religion	Roman Catholic	3%	17%	58%	5,000	14,000	29,000
	Protestant	2%	17%	66%	9,000	39,000	73,000
	Pentecostal	4%	18%	64%	16,000	34,000	61,000
	Apostolic sect	6%	26%	75%	58,000	119,000	138,000
	Zion	5%	26%	75%	13,000	36,000	38,000
	Other christian	5%	21%	72%	4,000	8,000	12,000
	Traditional	4%	36%	78%	5,000	19,000	20,000
	No religion	6%	30%	74%	24,000	54,000	57,000
	Other religion	5%	25%	78%	2,000	4,000	5,000
Province	Bulawayo	3%	8%	56%	3,000	4,000	20,000
	Manicaland	3%	12%	59%	15,000	27,000	45,000
	Mashonaland Central	7%	34%	78%	18,000	41,000	50,000
	Mashonaland East	5%	20%	78%	14,000	30,000	51,000
	Mashonaland West	7%	35%	69%	23,000	64,000	58,000
	Matabeleland North	5%	44%	83%	8,000	37,000	31,000
	Matabeleland South	5%	36%	82%	10,000	31,000	30,000
	Midlands	4%	25%	62%	12,000	38,000	45,000
	Masvingo	5%	21%	70%	17,000	37,000	49,000
	Harare	4%	11%	74%	14,000	15,000	56,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Out-of-school - Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

Figure 41

Primary out-of-school rates and headcounts

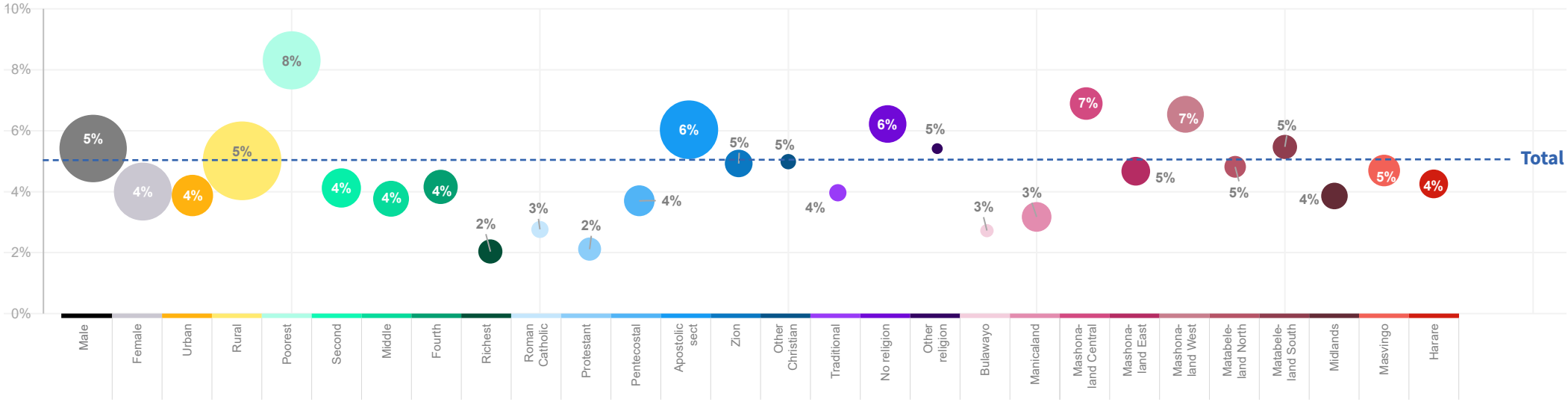


Figure 42

Lower secondary out-of-school rates and headcounts

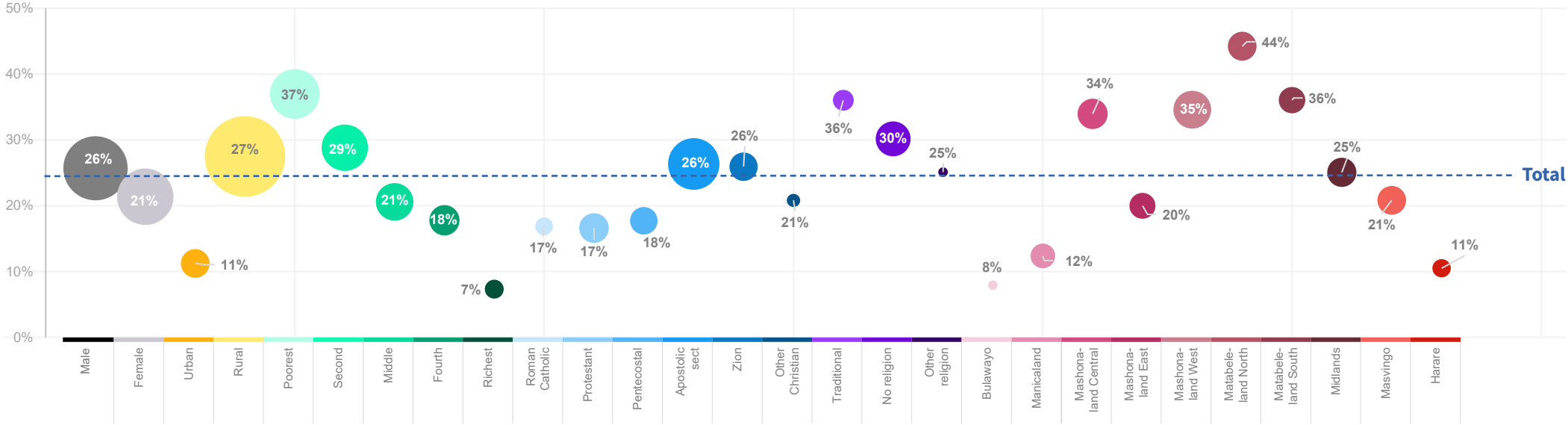
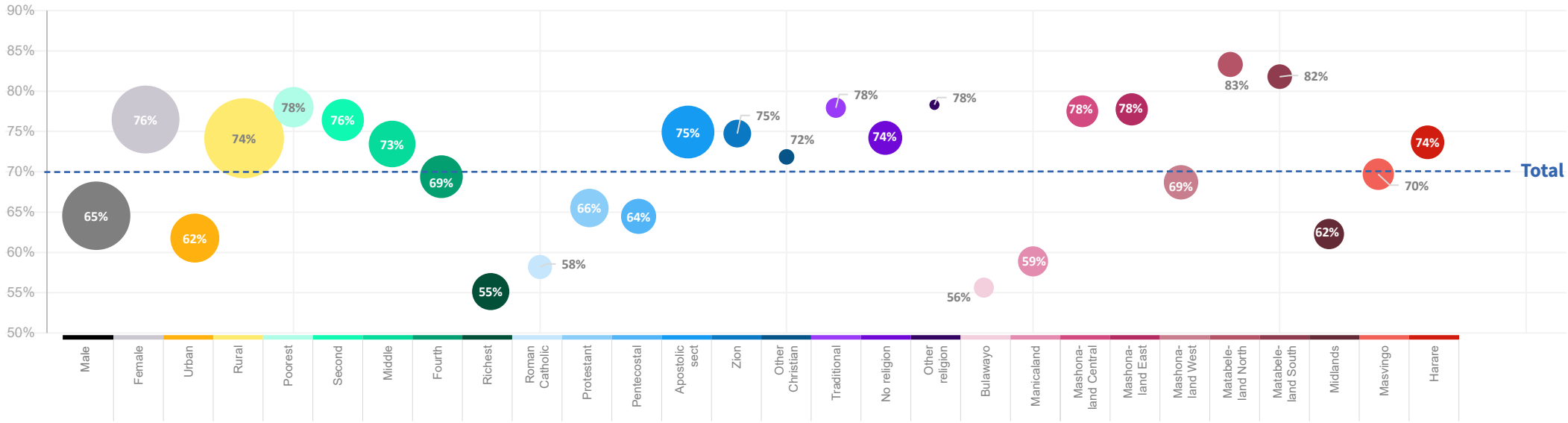


Figure 43 **Upper secondary** out-of-school rates and headcounts



Findings:

- At all three levels, out-of-school rates and number of out-of-school children are both higher in the rural area than in the urban area.
- At all three levels, the poorest quintile has both the highest rates and headcounts of out-of-school children across wealth quintile.
- The Mashonaland regions have the highest rates of out-of-school children at all three levels. Except for Mashonaland East when compared to Matabeleland Provinces
- At the primary level, the Apostolic sect children have the highest rates and number of out-of-school children. In lower secondary level, children with Traditional religion have the highest out-of-school rate.
- At the upper secondary level, the out-of-school rate is high in all subgroups, with children from the richest wealth quintile having the lowest out-of-school rate.

Topic 4: Early Childhood Attendance and Development

What is Early Child Development Index (ECDI)?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains.

Guiding questions:

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

Figure 44 Share of children aged 3 to 4 years who are developmentally on track, as measured by the Early Childhood Development Index (ECDI)

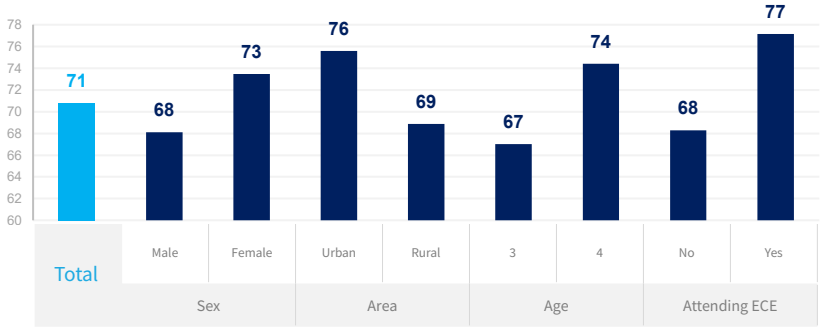


Figure 45 Share of children aged 3 to 4 years attending ECE

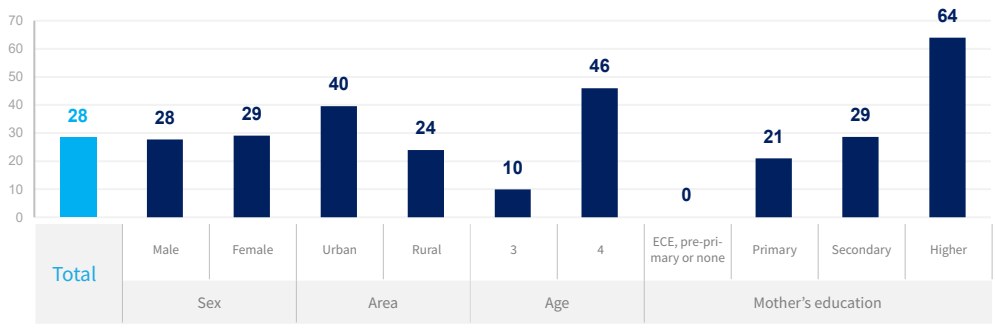


Figure 46 Age distribution at Grade 1 of primary education (%)

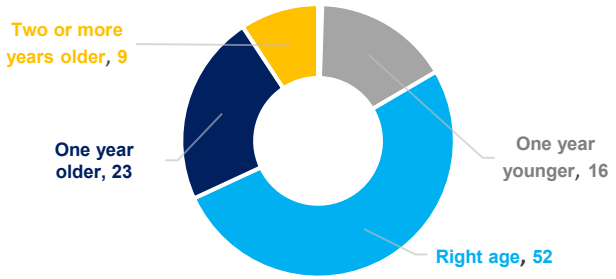
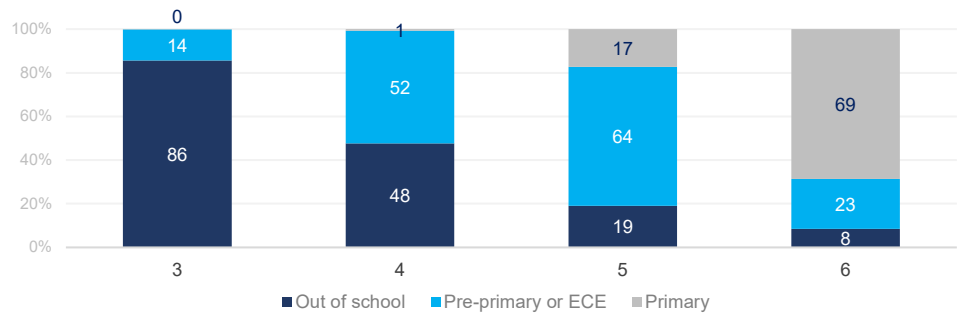
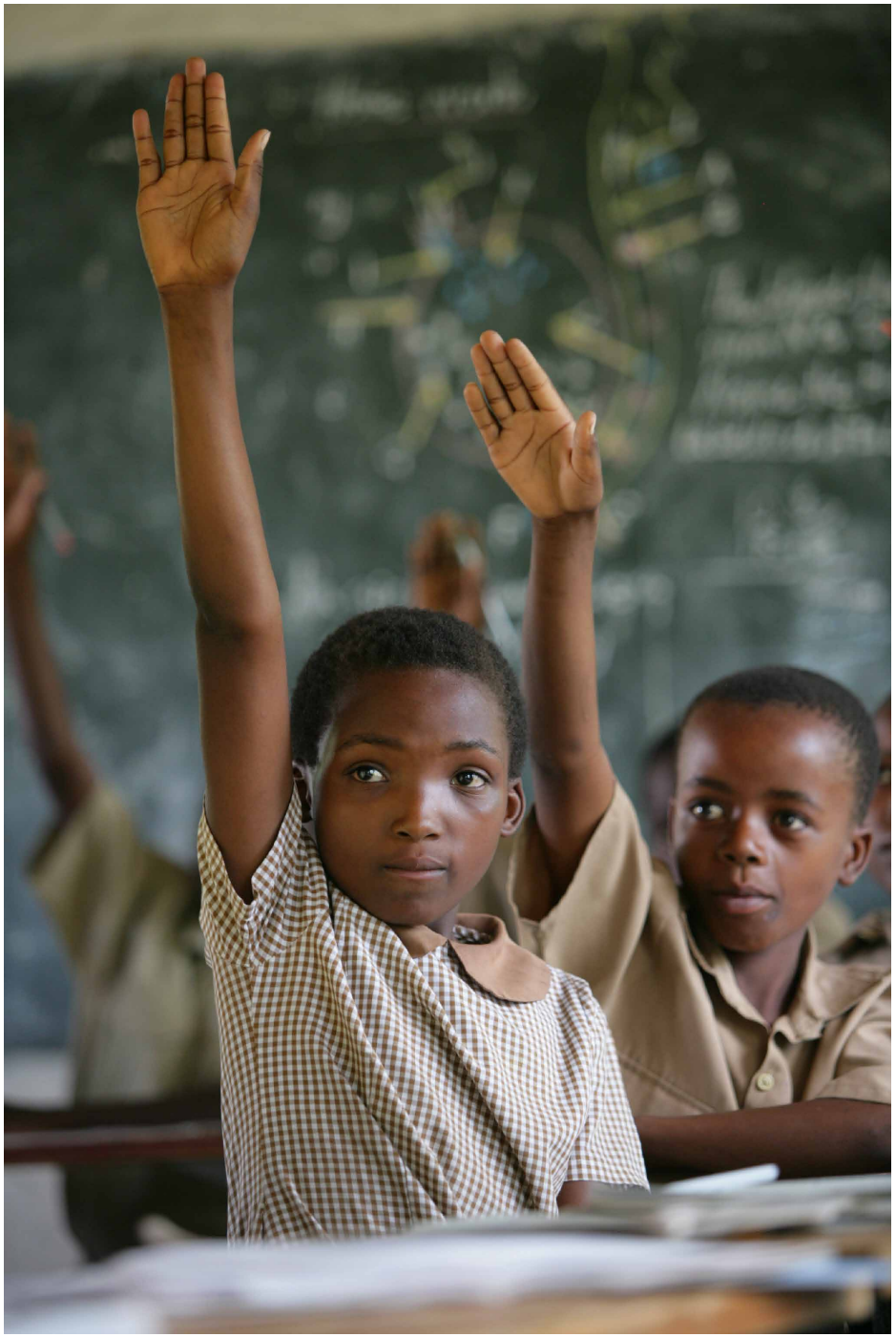


Figure 47 Level of education attended by 3 to 6 years old



Findings:

- Nationally, 71 per cent of 3- to 4-year-old are developmentally on track, measured by the Early Childhood Development Index (ECDI).
- The share of children developmentally on track is higher for girls and urban children.
- Notably, 77 per cent of children attending ECE are developmentally ontrack, 9 per cent higher than children not attending ECE.
- This is a key difference, given that only 28 per cent of children aged 3-4 years nation-wide attend ECE.
- Boys and girls are equally likely to attend ECE, and more urban children attend ECE.
- Roughly two thirds of children whose mother attended higher education are in ECE, while the number ranges from 21 per cent to 29 per cent for children whose mother attended secondary education or below.
- Over 80 per cent of children in Zimbabwe are out of school when they are 3 years of age. By the age of 4 years old, over half of the children attend ECE, with the other half remain out of school.
- At the age of 6- which is the official starting age for Primary in Zimbabwe, 69 per cent of children are in primary education, but more than a quarter of 6-year-olds are in ECE or out of school.
- In Zimbabwe, roughly half of children in Grade 1 are at the right age. However, 32 per cent of children in Grade 1 are one year older (23 per cent) or two years older (9 per cent) than the official starting age of 6.



Profiles of children aged 3 to 4 years not attending ECE or not developmentally on track

These profiles are based on the share of children who are not attending ECE or who are not developmentally on track in Zimbabwe, where 29 per cent of children are not on track on ECDI, 72 per cent are not attending ECE.

Figure 48 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by sex**

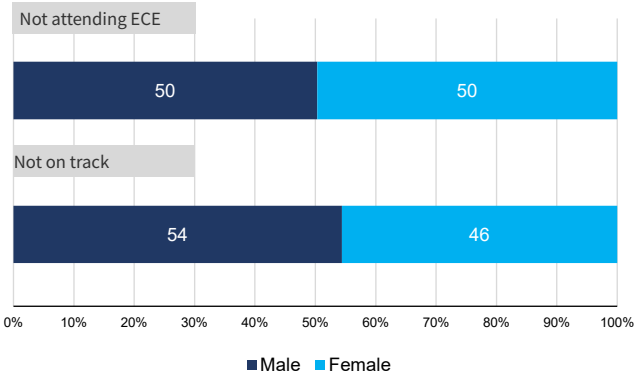


Figure 49 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by area**

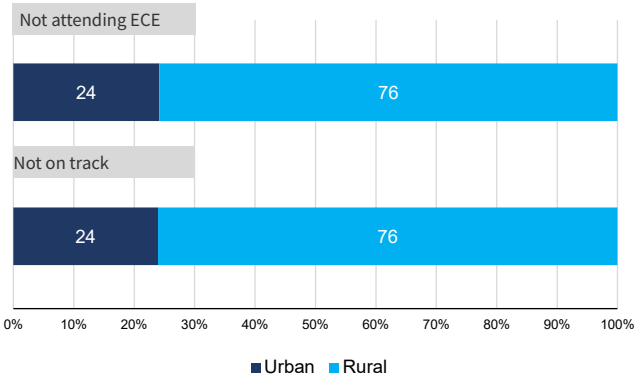


Figure 50 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by wealth quintile**

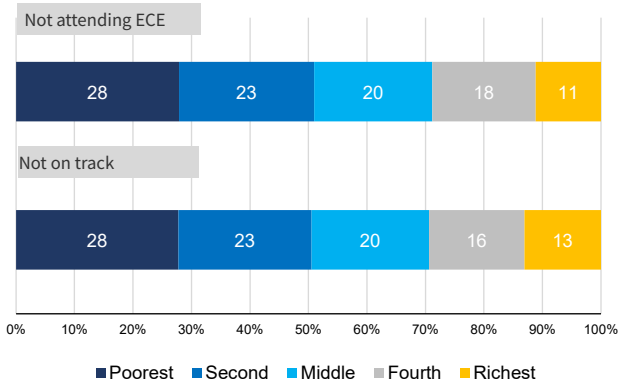


Figure 51 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by religion**

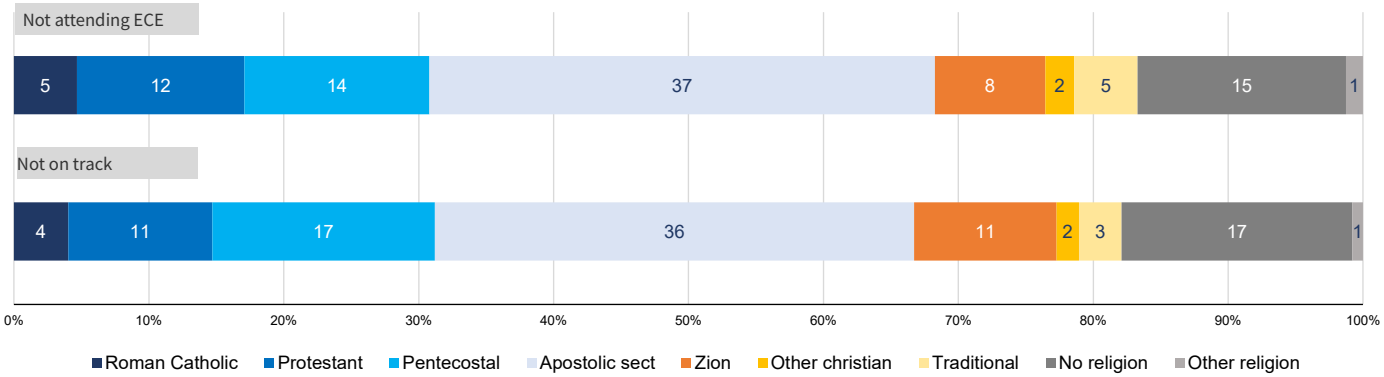
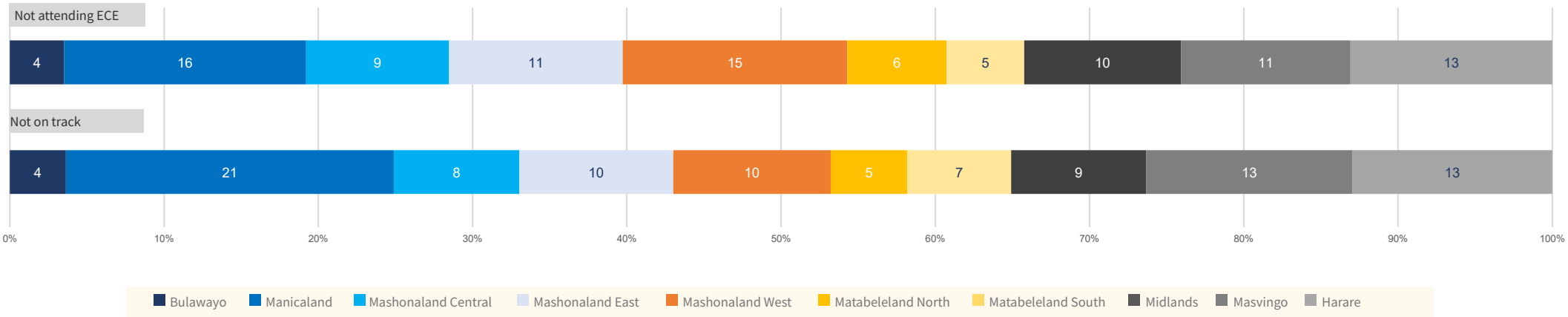


Figure 52 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by province**



Findings:

- While the same share of boys and girls are not attending ECE, boys have higher share among children who are not developmentally on track.
- Stark differences exist between the rural and urban area in ECE attendance and early learning measured by ECDI.
- In terms of socioeconomic background, nearly 30 per cent of children not attending ECE and not developmentally on track belong the poorest one-fifth of the population.
- Another group that is overrepresented among both children not in school and not on track are the Traditional religion group.
- Manicaland children are 16% of those not in school and 21% of those not developmentally on track.

TABLE 4. EARLY CHILDHOOD ATTENDANCE AND DEVELOPMENT

Shares & headcounts by various socioeconomic characteristics

		Share (%) of children (age 3-4)		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
	Total	**29%**	**72%**	**319,000**	**784,000**
Sex	Male	32%	72%	176,000	390,000
	Female	27%	71%	144,000	394,000
Area	Urban	24%	60%	74,000	193,000
	Rural	31%	76%	245,000	590,000
Wealth quintile	Poorest	34%	84%	87,000	221,000
	Second	31%	77%	77,000	185,000
	Middle	29%	72%	61,000	149,000
	Fourth	26%	70%	51,000	141,000
	Richest	23%	48%	43,000	88,000
Religion	Roman Catholic	20%	57%	11,000	33,000
	Protestant	23%	65%	30,000	95,000
	Pentecostal	31%	64%	55,000	113,000
	Apostolic sect	30%	79%	122,000	303,000
	Zion	37%	71%	30,000	51,000
	Other christian	21%	(*)	8,000	16,000
	Traditional	24%	(*)	8,000	41,000
	No religion	32%	72%	53,000	121,000
	Other religion	-20%	(*)	2,000	9,000
Province	Bulawayo	23%	54%	6,000	14,000
	Manicaland	38%	69%	83,000	160,000
	Mashonaland Central	29%	-81%	19,000	54,000
	Mashonaland East	28%	76%	30,000	83,000
	Mashonaland West	22%	78%	38,000	135,000
	Matabeleland North	25%	79%	8,000	27,000
	Matabeleland South	38%	70%	12,000	21,000
	Midlands	27%	78%	26,000	72,000
	Masvingo	32%	64%	43,000	86,000
	Harare	26%	65%	55,000	132,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Findings:

- ECE attendance is similar between boys and girls.
- Wealth quintile is negatively associated with ECE attendance. Children from the lowest wealth quintile have highest rates of ECE attendance, and this is probably explained by the fact that poorer children tend to attend school earlier than their richer peers.
- Higher shares of boys are not on track in terms of the ECDI compared to girls. Additionally, higher shares of children from rural areas are not on track than urban children.
- Zion and Protestant religion have similar number of children who are not developmentally on track. However, a higher share of Zion children are not on track than Protestant children.
- Finally, Manicaland has the highest rates and number of children who are not on track than any other provinces.

Early childhood attendance and development - Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track in terms of the ECDI (bottom).

Figure 53 Shares and headcounts of children **who are not attending ECE**

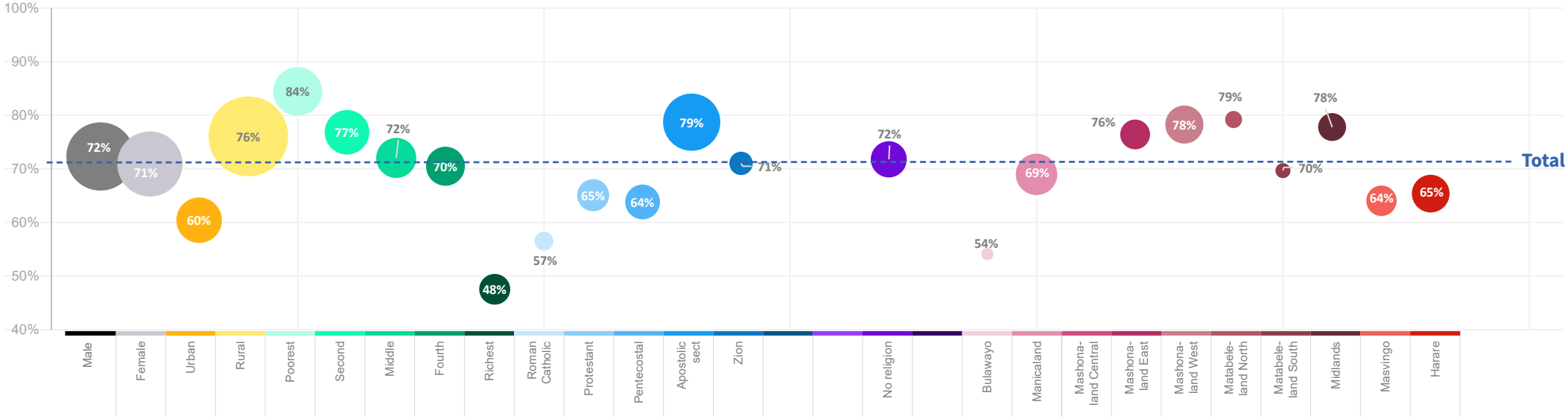
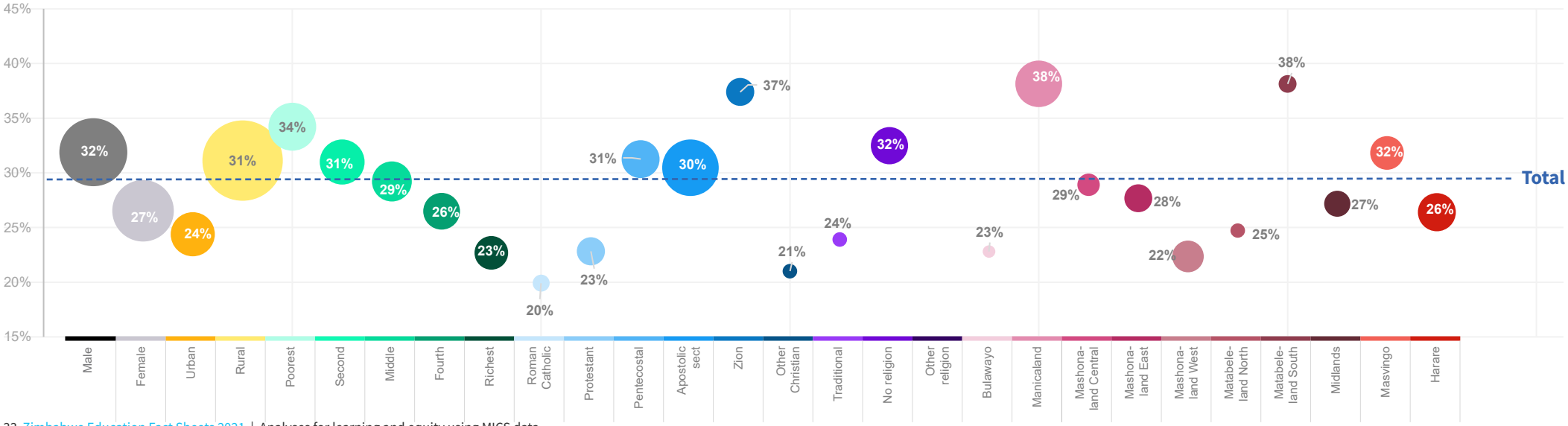


Figure 54 Shares and headcounts of children **who are not developmentally on track,** as measured by the ECDI



Topic 5: Repetition, dropouts and non-transitions

What is repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

What is dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Who is non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level.

Guiding questions:

1. Which level or grade has the highest rates of repetition, drop-outs and non-transitioners?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

Figure 55

Repetition rates by grade

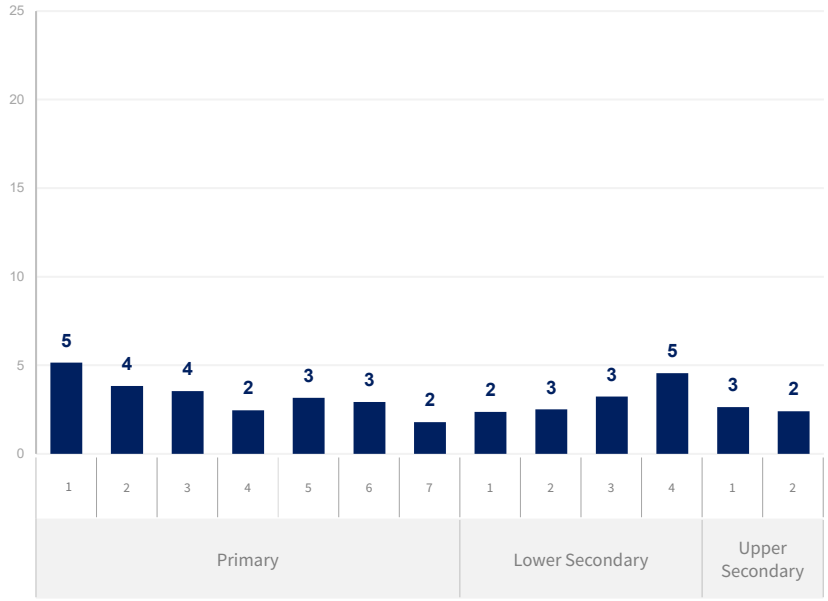


Figure 56

Dropout rate by grade

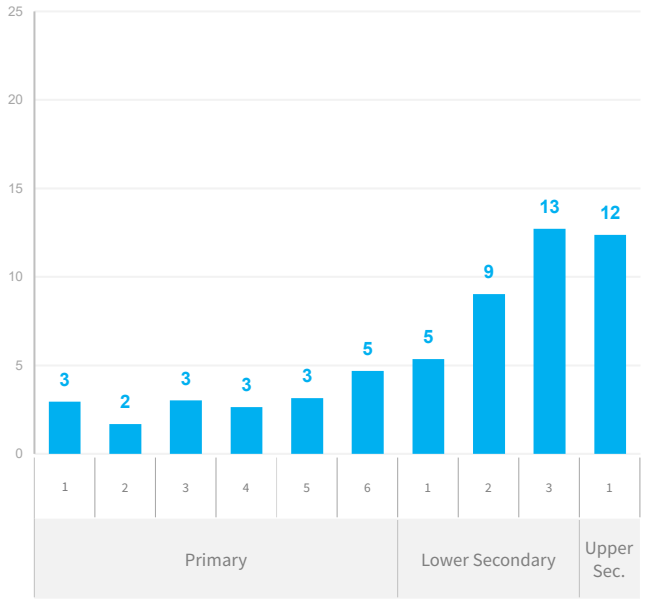


Figure 57

Rates of non-transition from the last grade of one level to the next level

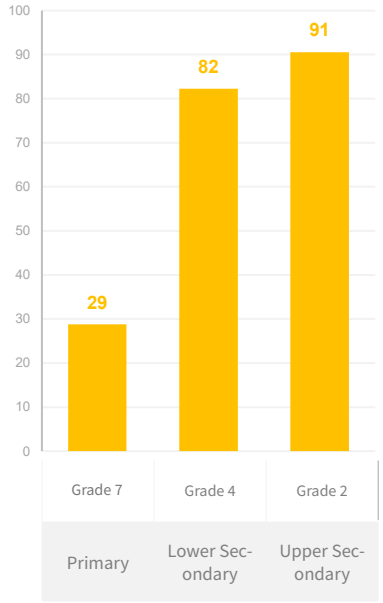
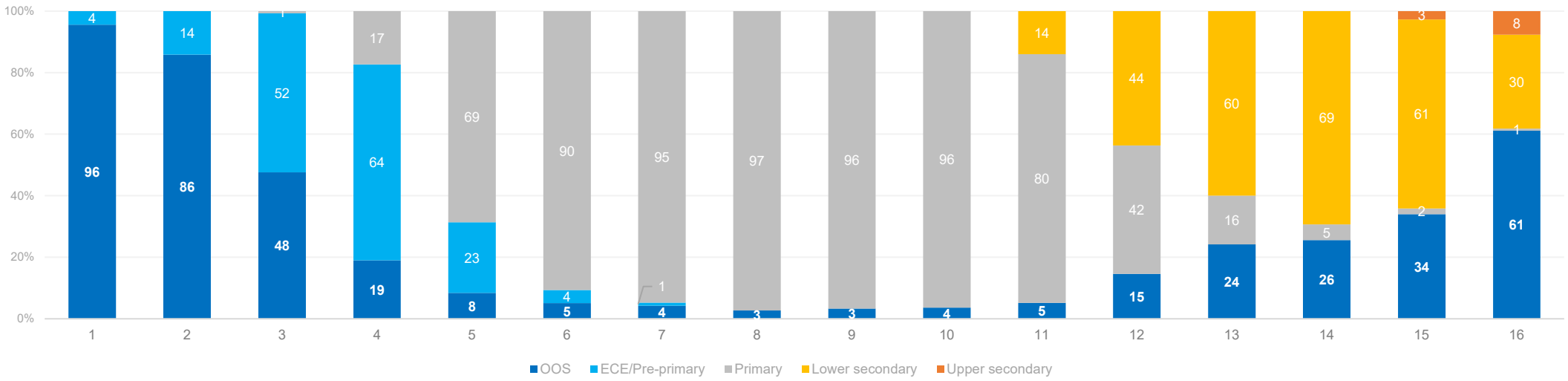


Figure 58 Education attendance by age



Findings:

- Repetition rates remain fairly low from primary to upper secondary, ranging from 2 per cent to 5 per cent.
- For all primary grades, repetition rates are higher than dropout rates, and the repetition rate is particularly high for Grade 1.
- At the lower secondary level, the repetition rate shows a clear pattern of increasing with each grade.
- Non-transitioners are students who attended the last grade of a level but did not continue to the next level. Non-transition rates in upper secondary are extremely high at 91 per cent. This means that 91 per cent of children who attended the last grade of upper secondary did not continue to higher education.
- Education attendance by age shows high shares of children aged 2 to 3 years not in More than half of the children aged 4 to attend ECE.
- The official starting age for primary education is 6, but 23 per cent of 6-year-olds attend ECE.
- Most children of primary school age attend primary level. However, at the lower and upper secondary levels, out-of-school rates increase, and by age 17, 61 per cent of children are out of school (OOS).


YOUNG PEOPLE
WE CARE!

Profiles of repeaters, dropouts and non-transitioners

These profiles are based on the share of children who repeat grades, who drop out of school, and who are not transitioning into next education level in Zimbabwe.

Figure 59 Profile of of repeaters, dropouts and non-transitioners, **by sex**

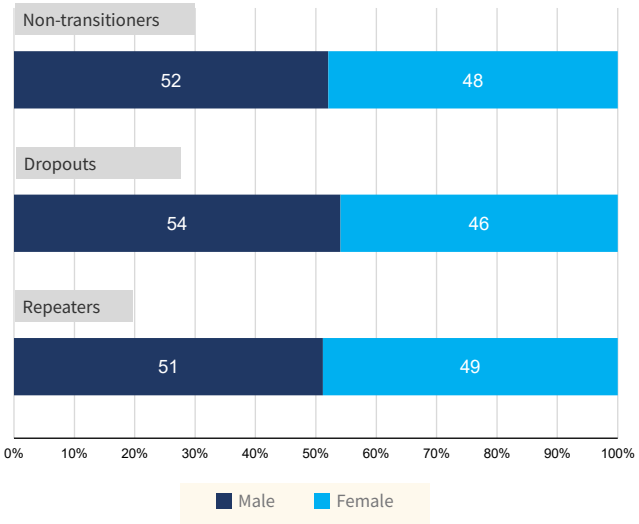


Figure 60 Profile of of repeaters, dropouts and non-transitioners, **by area**

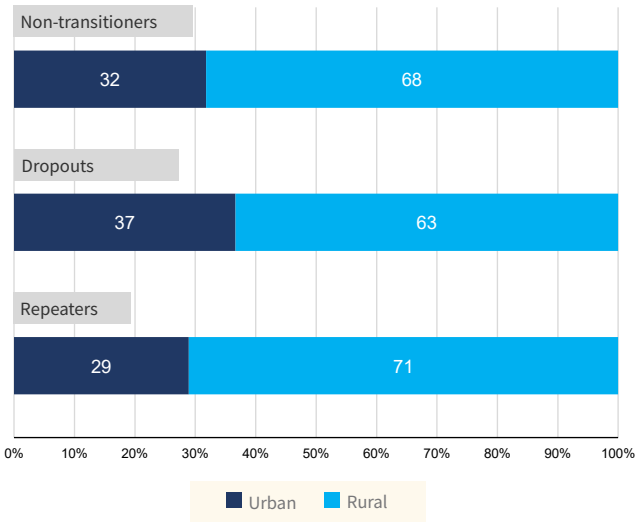


Figure 61 Profile of of repeaters, dropouts and non-transitioners, **by wealth quintile**

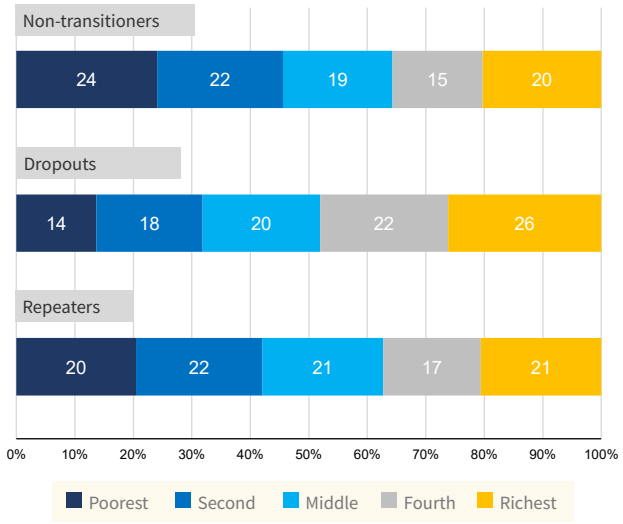


Figure 62 Profile of of repeaters, dropouts and non-transitioners, **by religion**

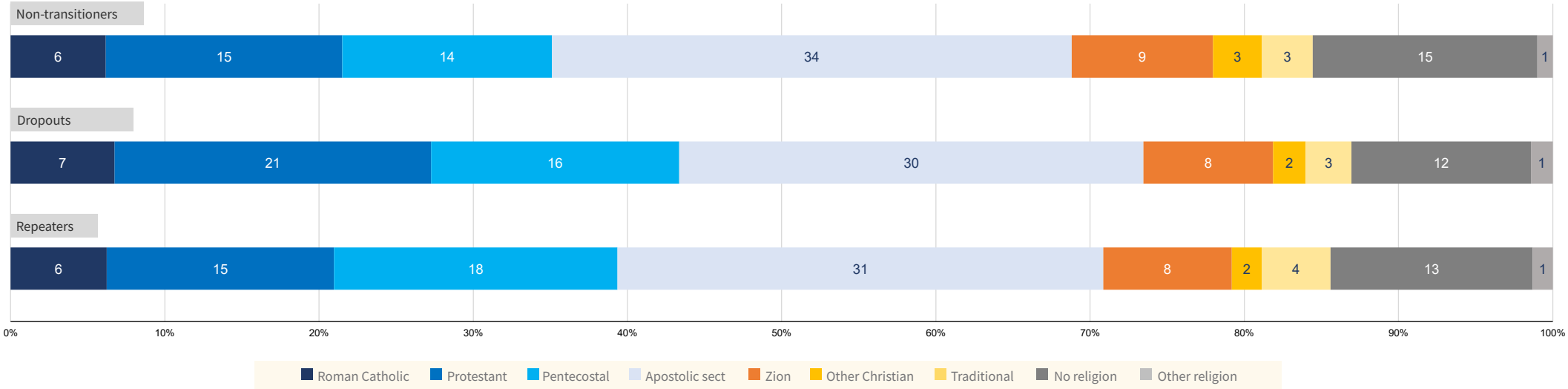
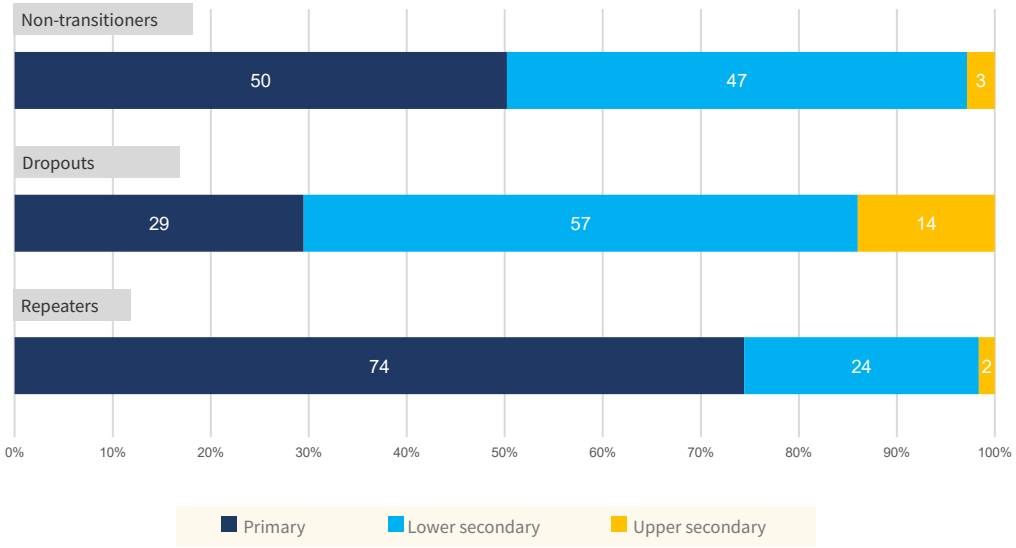


Figure 63 Profile of repeaters, dropouts and non-transitioners, **by level of education**



Findings:

- A higher share of boys repeat grades, drop out of school, or do not transit to next level of education.
- Most children who drop out or repeat a grade reside in rural area.
- The split among wealth quintile in dropouts and repetition are fairly even, with no over-representation observed in the bottom wealth quintile.
- Roughly 30 per cent of the children who drop out or repeat a grade are Apostolic sect, which is consistent with their representation in the population.
- In terms of the level of education, repeaters are usually younger than dropouts, as most repeaters are repeating a grade of primary education.
- Most children who drop out of school decide to do so at the lower secondary level.

TABLE 5. REPETITION, DROPOUTS AND NON-TRANSITIONS

Rates & headcounts by various socioeconomic characteristics

		Share(%)			Headcount of children		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
	Total	**4%**	**5%**	**54%**	**143,000**	**345,000**	**218,000**
Sex	Male	4%	5%	57%	78,000	188,000	113,000
	Female	3%	5%	50%	64,000	158,000	105,000
Area	Urban	4%	6%	54%	51,000	127,000	71,000
	Rural	3%	5%	54%	92,000	218,000	147,000
Wealth quintile	Poorest	3%	6%	55%	26,000	47,000	51,000
	Second	3%	5%	51%	29,000	63,000	46,000
	Middle	3%	4%	52%	30,000	69,000	40,000
	Fourth	3%	4%	56%	24,000	76,000	34,000
	Richest	4%	5%	54%	35,000	92,000	46,000
Religion	Roman Catholic	3%	5%	52%	9,000	24,000	14,000
	Protestant	3%	5%	54%	24,000	72,000	34,000
	Pentecostal	4%	4%	54%	29,000	56,000	30,000
	Apostolic sect	3%	5%	55%	41,000	102,000	73,000
	Zion	3%	5%	53%	11,000	29,000	20,000
	Other christian	2%	6%	43%	2,000	7,000	7,000
	Traditional	3%	4%	67%	4,000	10,000	7,000
	No religion	4%	6%	52%	19,000	40,000	31,000
	Other religion	5%	4%	55%	2,000	5,000	2,000
Province	Bulawayo	4%	3%	43%	9,000	15,000	6,000
	Manicaland	3%	3%	45%	20,000	41,000	22,000
	Mashonaland Central	5%	6%	60%	18,000	35,000	24,000
	Mashonaland East	3%	5%	60%	12,000	40,000	25,000
	Mashonaland West	4%	6%	53%	18,000	43,000	34,000
	Matabeleland North	2%	5%	69%	5,000	22,000	13,000
	Matabeleland South	3%	5%	58%	6,000	17,000	13,000
	Midlands	3%	4%	46%	12,000	33,000	21,000
	Masvingo	4%	4%	46%	19,000	32,000	22,000
	Harare	4%	7%	61%	23,000	68,000	40,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Repetition, dropouts and non-transitions -- Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

Figure 64 **Repetition rates** and headcounts

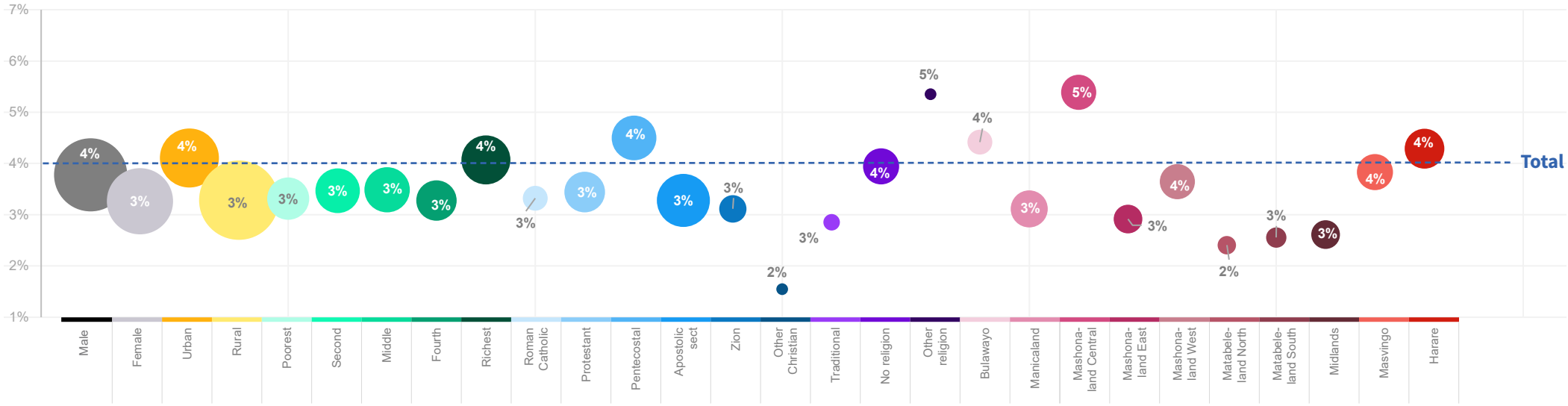


Figure 65 **Dropout rates** and headcounts

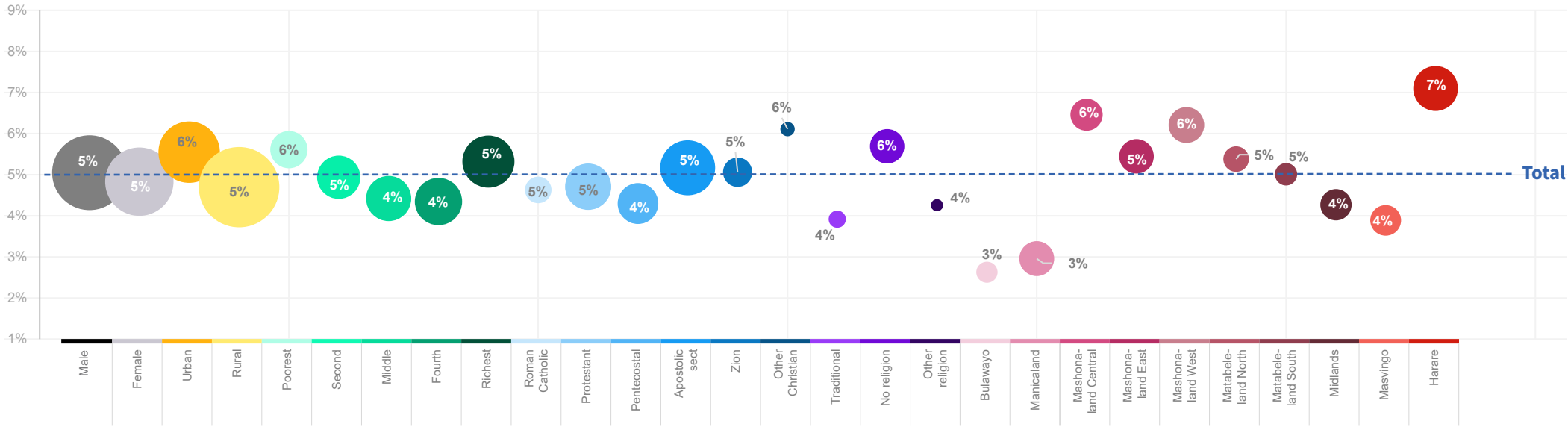
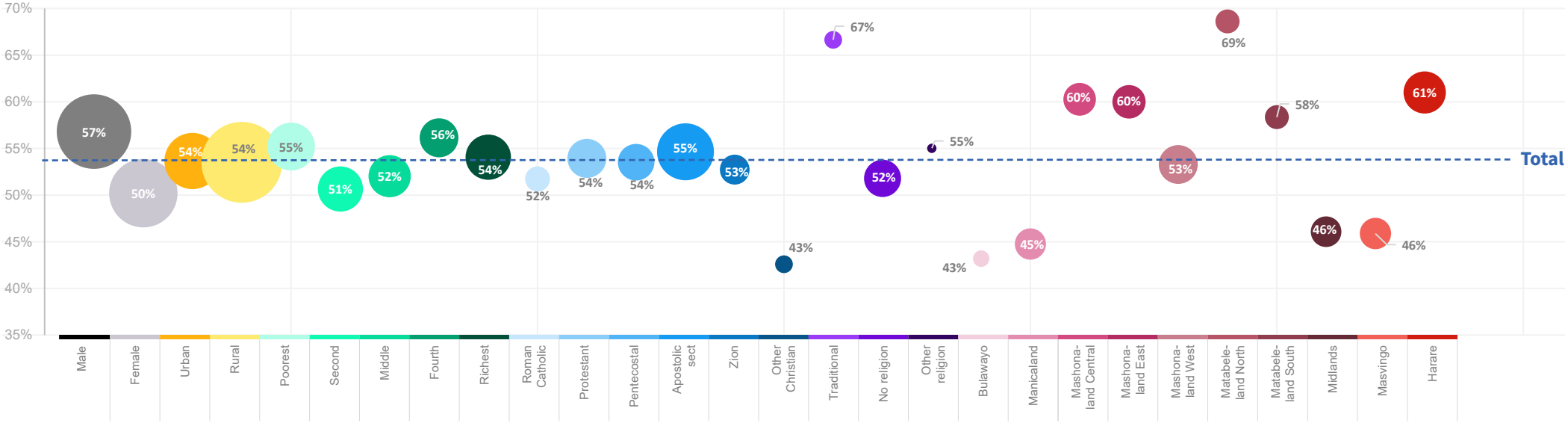


Figure 66 **Non-transition rates** and headcounts



Findings:

- Overall, the dropout rate is higher than the repetition rate.
- The variation among repetition rates and dropout rates across subgroups are relatively small, with the repetition rate ranging from 2 per cent to 5 per cent and dropout rate ranging from 3 per cent to 7 per cent.
- On the contrary, there is a dramatic increase in non-transition rates, the share of children who were in certain level of education and who failed to progress to the next level of education.
- Across all provinces, Matabeleland North has the highest rate of non-transition at nearly 70 per cent.


WE RESPECT
RESPONSIBLE YOUTH
WHO
ABSTAIN FROM
PREMARITAL SEX
Look where self respect and self control got me!
Making a difference in our community

Topic 6: Child Protection

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

Guiding questions:

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?

Overview of child marriage and education

Figure 67 Prevalence of child marriage among youth aged 20 to 24 years, female

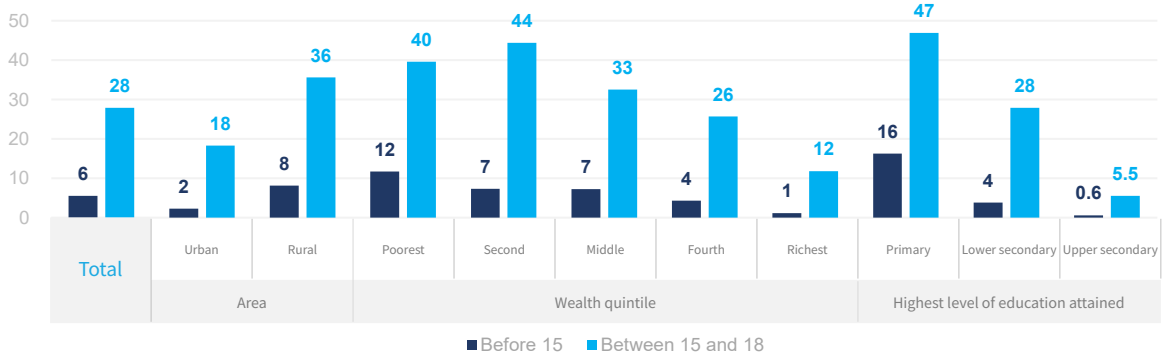


Figure 68

Literacy rate by early marriage status, female

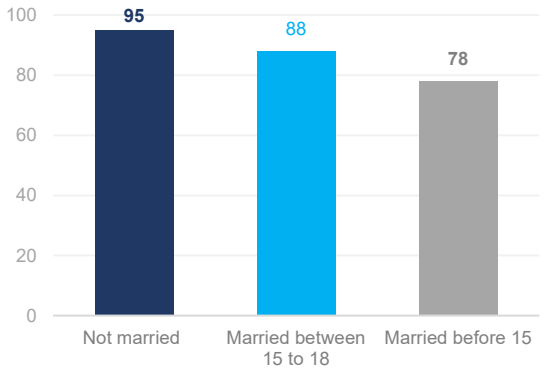
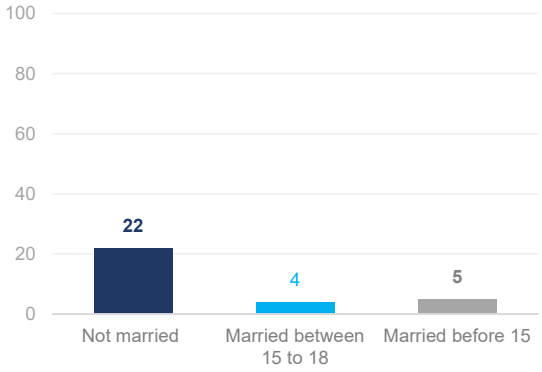


Figure 69

ICT skill by early marriage status, female



Findings:

- The share of male entering child marriage is extremely small.
- However, about 34 per cent of young men and women 20-24 years old married or enter a union before their 18th birthday.
- Child marriage is strongly associated with other socioeconomic status. Specifically, youth who reside in rural area and who come from poor family have higher chance of getting married before 18.
- There is also a strong negative relationship between early marriage and education. Over 60 per cent of girl with primary education reported to get married before 18, but only 6 per cent of youth with upper secondary education did so.
- In Zimbabwe, female youth who do not marry early have a very high literacy rate at 95 per cent. In contrast, those who were married between 15 and 18 have literacy rates 7 per cent below their peers. For youth who got married before 15, their literacy rate is even lower, at 78 per cent.
- The disparity in ICT skills is even more evident. Among female who got married early, only 4 per cent have ICT skills, compared to 22 per cent among youth who did not marry early.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities and household chores . For each category, there is a time threshold based on different age groups.

Figure 70 Prevalence of child labour for children aged 5 to 17 years

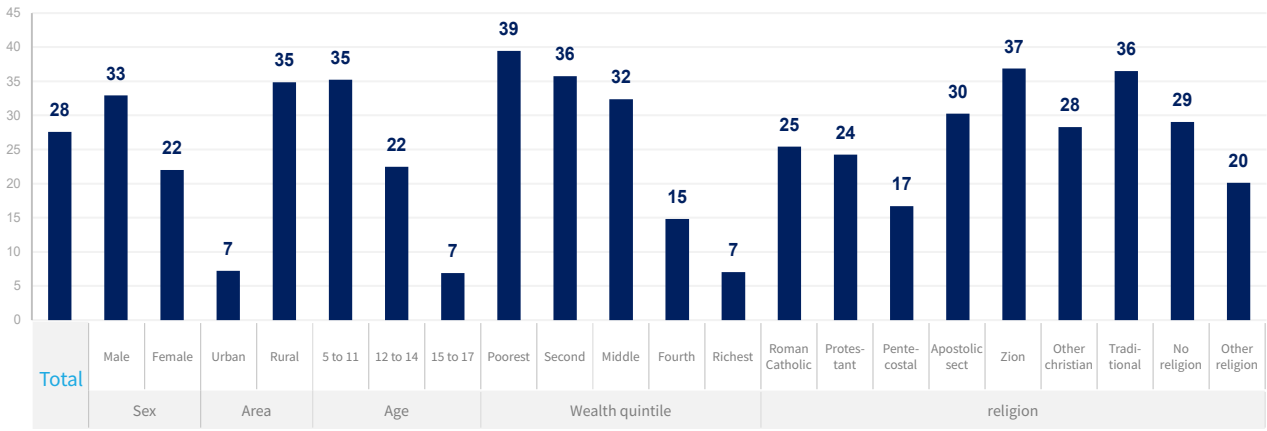


Figure 71

School attendance by age and child labour status

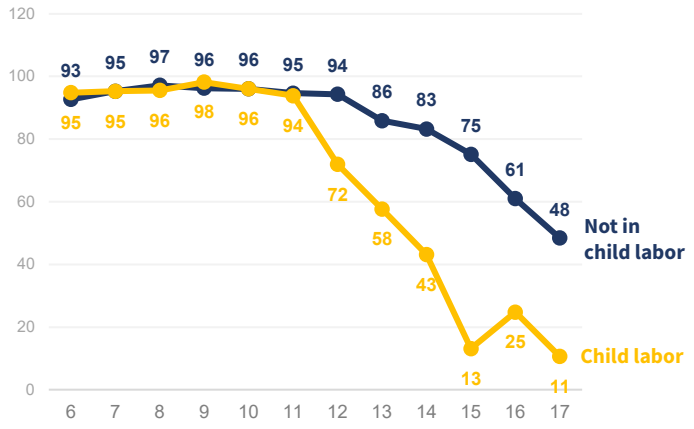
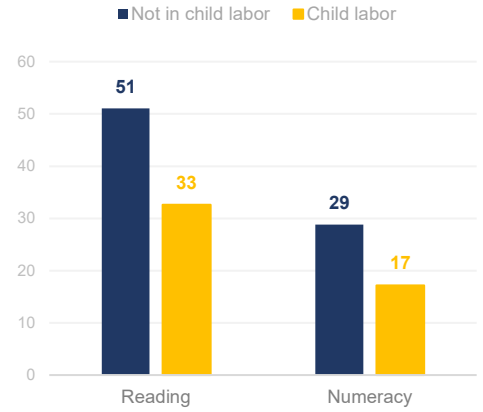


Figure 72

Share of 7 to 14 year olds with foundational reading and numeracy skills, by child labor status

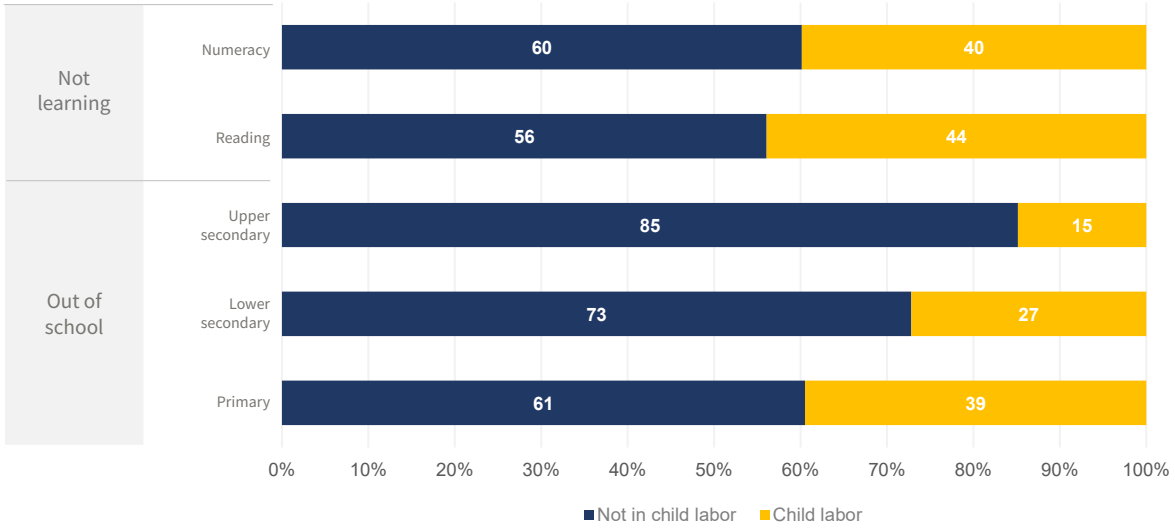


Findings:

- A total of 28 per cent of all children aged 5-17 years are engaged in some form of child labour, with higher prevalence in boys than in girls.
- Compare to children who live in urban area, children in rural area have much higher share engaging in child labour (7 per cent versus 35 per cent).
- Child labour status is also strongly associated with wealth, as nearly 40 per cent of the children in the bottom wealth quintile are in child labour, only 7 per cent of the children in the top wealth quintile are in child labour.
- Up to age of 11, school attendance of children who are working is as high as for those who are not. However, starting from age 12, engaging in child labour is strongly and negatively associated with attendance.
- Additionally, a lower share of working children has foundational reading skill and numeracy skills as compared to the non-working children.

Profiles of children not learning and out of school by child labour status

Figure 73 Profile of children aged 5 to 17 years who are out of school or not learning, by child labour status

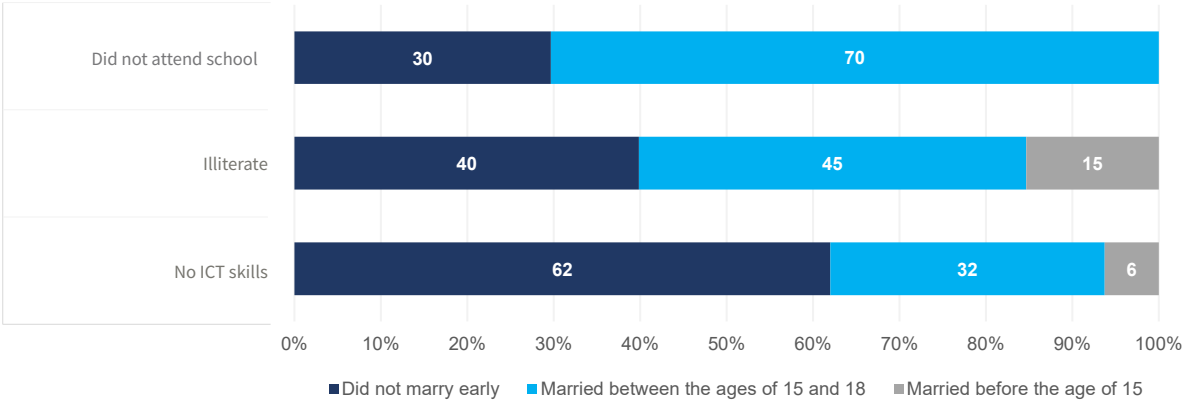


Findings:

- While nationally 28 per cent of the children are in child labour, they represent nearly 40 per cent of the child who drop out of the primary school, suggesting that they leave school earlier than children who are not in child labour.
- Children in child labour are also over-represented in share of children who are not learning. More than 40 per cent of the children without foundational reading or numeracy skills are engaged in child labour.

Profiles of uneducated or unskilled youth by early marriage

Figure 74 Profile of uneducated or unskilled youth aged 20 to 24 years, by age of marriage, female



Findings:

- While 25 per cent of the youth were married before their 18th birthday, they represent 39 percent of the illiterate youth in Zimbabwe.
- Furthermore, among youth who do not have ICT skills, 29 per cent of them are in child labour.

Topic 7: Functional difficulties-inclusive education

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.
In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.
For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

Guiding questions:

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Findings:

- Across the country, 10 per cent of children aged 5-17 years have at least one functional difficulty.
- The prevalence of functional difficulty is higher for boys (11 per cent) than girls (9 per cent) and older children (11 per cent) than younger ones (9 per cent).
- The prevalence of having at least one functional difficulty is higher in rural (11 per cent) than in urban (8 per cent).
- Across wealth quintile, the share of children with functional difficulties falls from 13 per cent among the poorest families to 7 per cent among the richest families.
- The most common functional difficulties in the country are associated with behavioral and cognitive challenges, including learning, anxiety, and concentrating.

Figure 75 Prevalence of functional difficulties among children aged 5 to 17 years

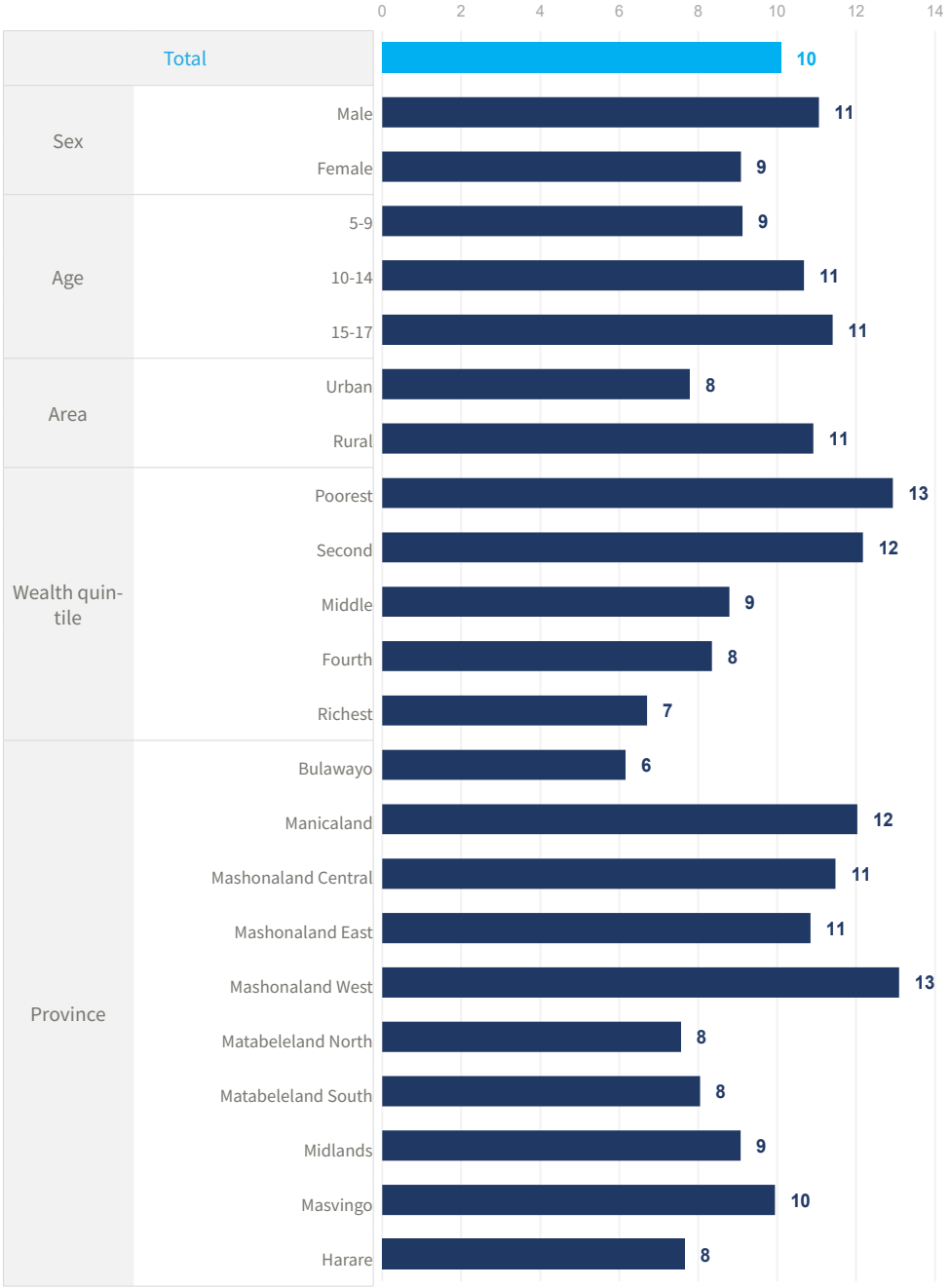
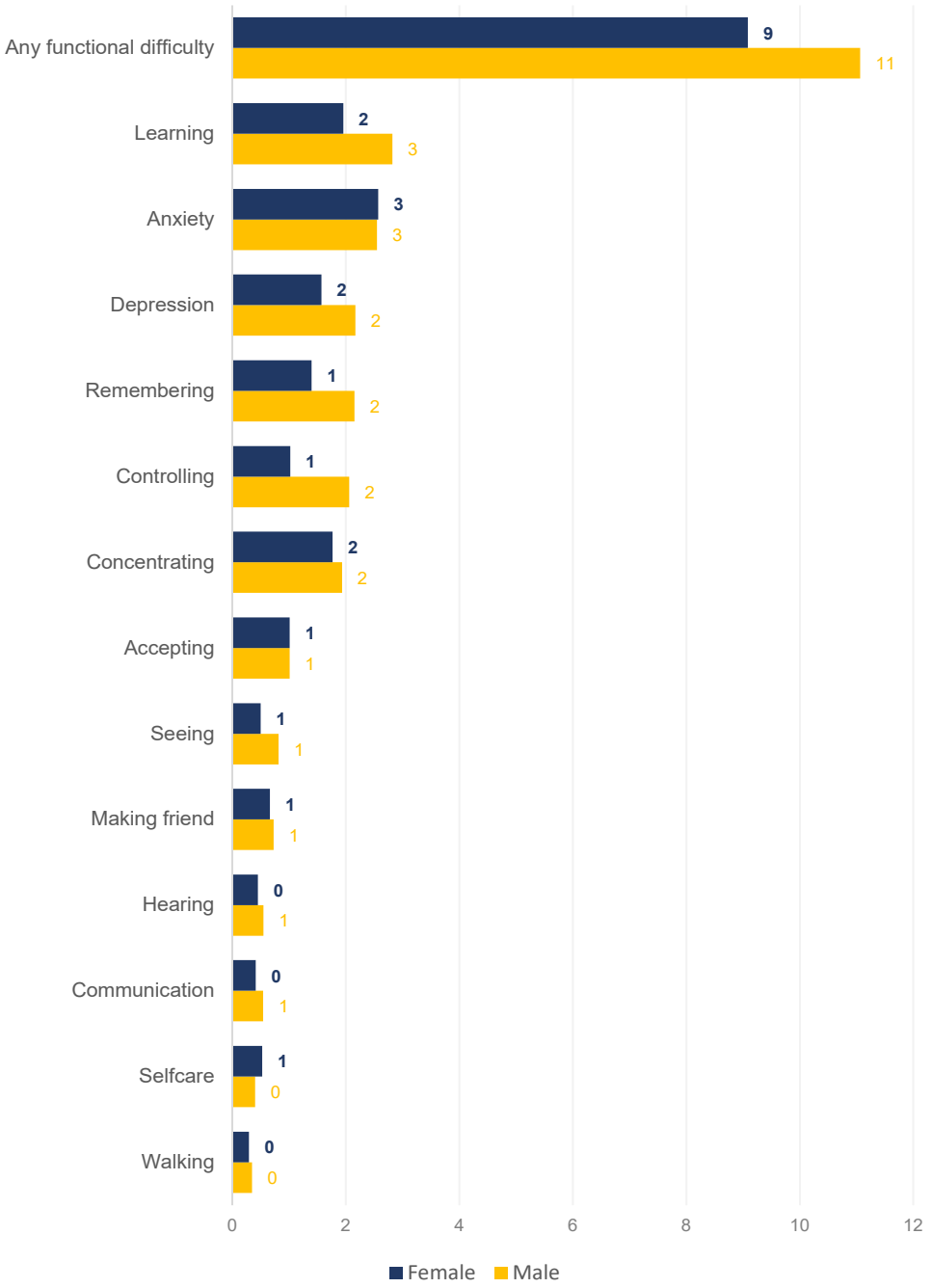


Figure 76 Prevalence each type of functional difficulties among children aged 5 to 17 years



Functional difficulties-inclusive education

Figure 77

Current school attendance by functional difficulty (5 to 17 year olds)

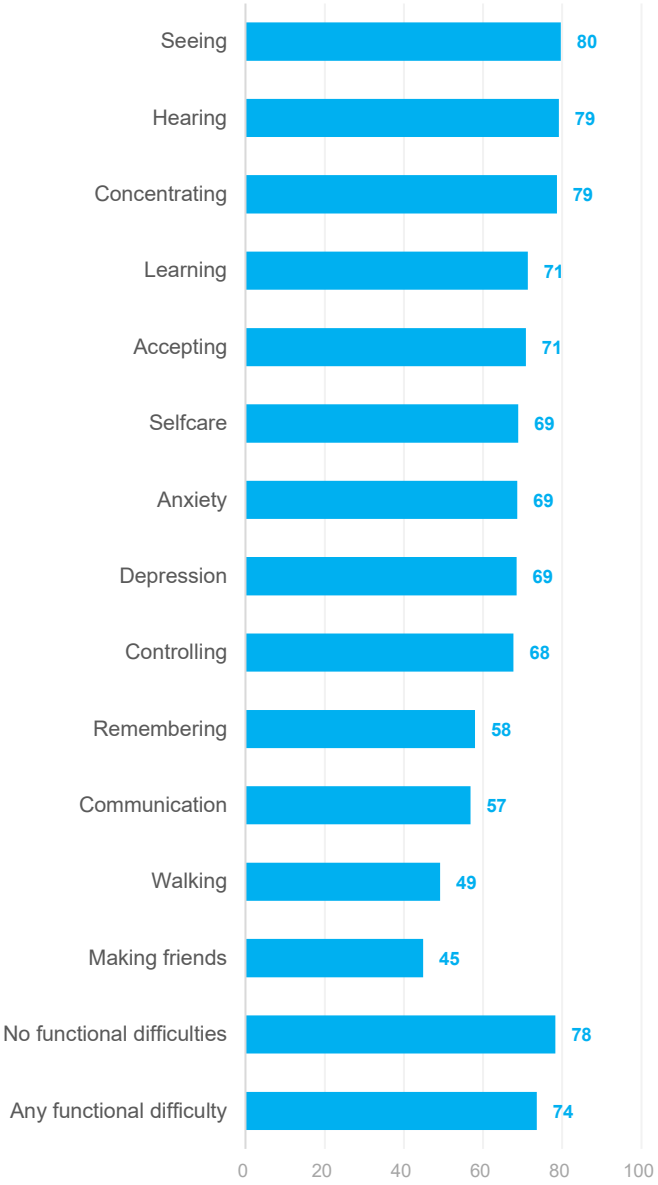


Figure 78

ANAR by functional difficulty status

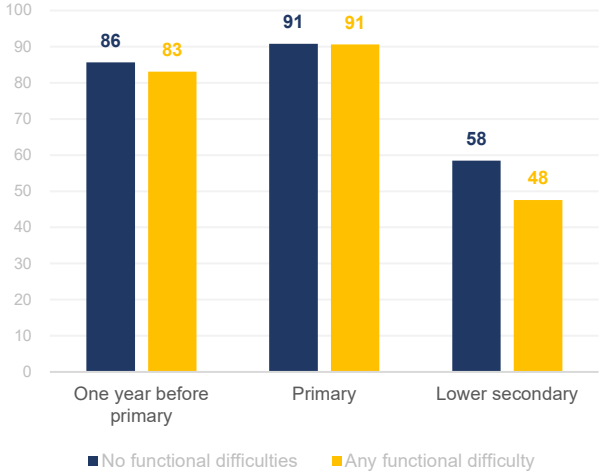


Figure 79

Dropout rate by functional difficulty status (includes dropouts and non-transitioners)

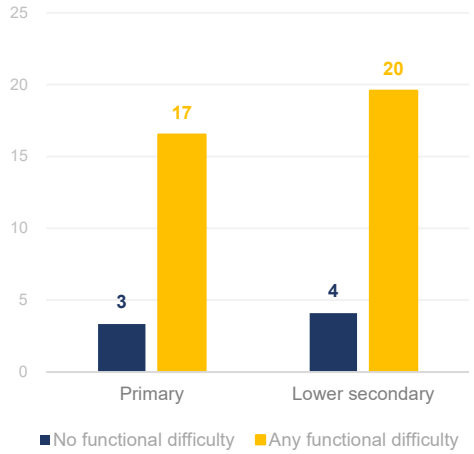


Figure 80

Repetition rate by functional difficulty status

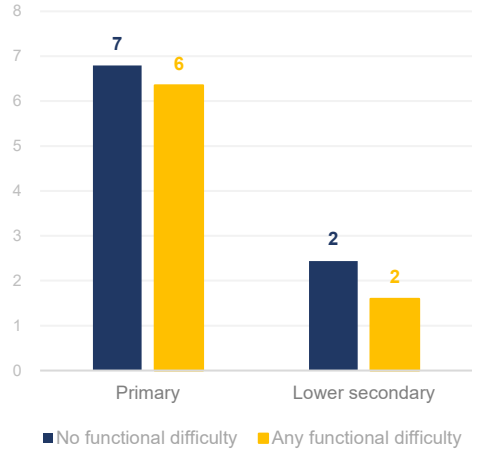
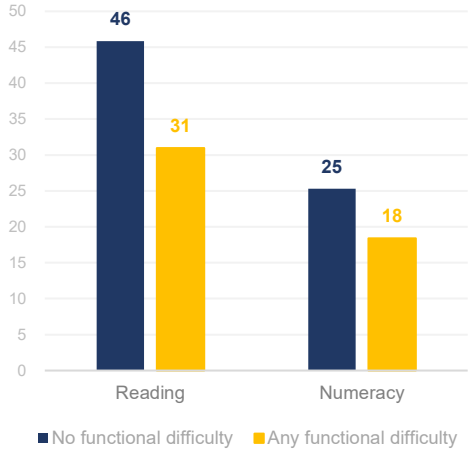
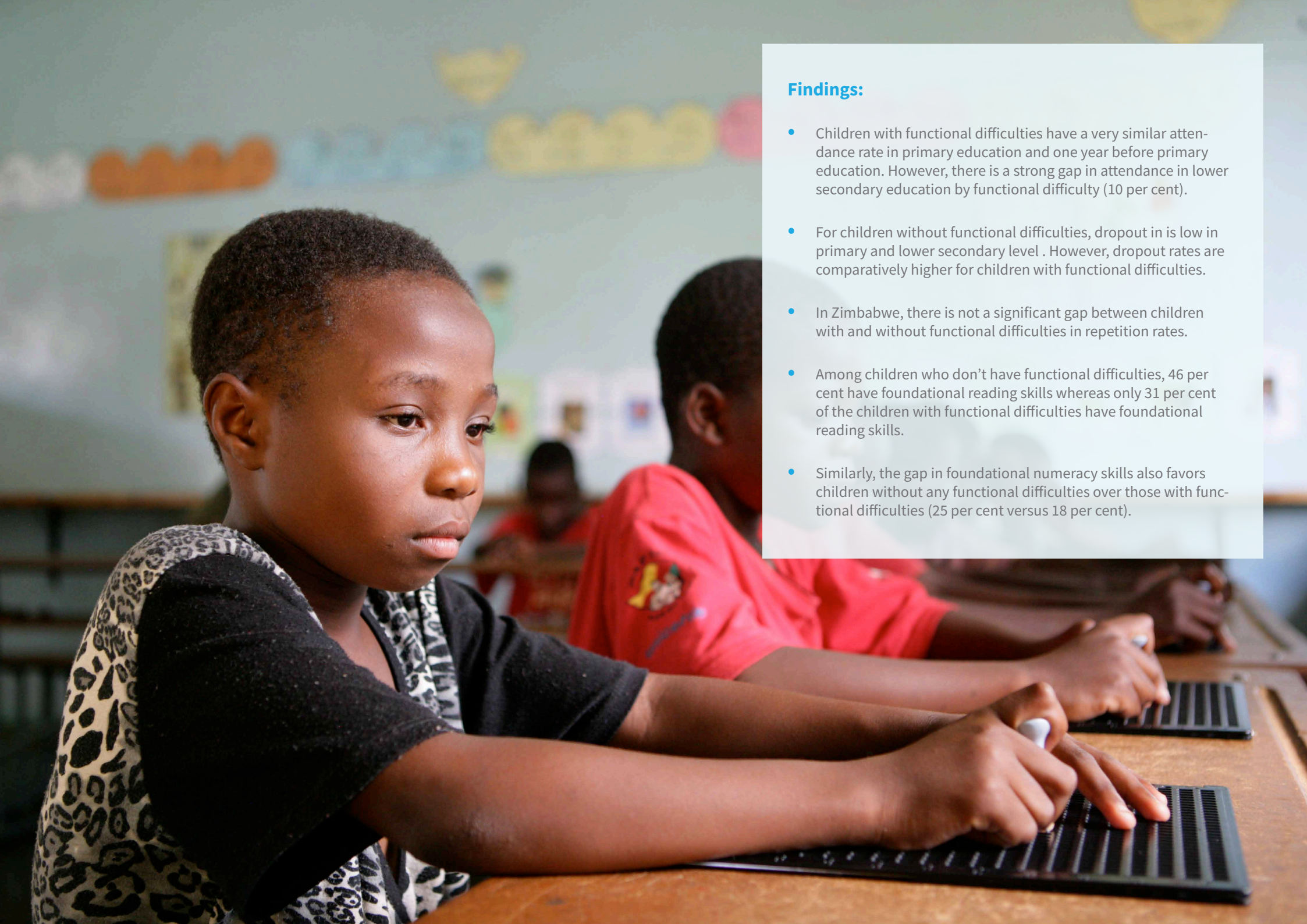


Figure 81

Share of children with foundational skill by functional difficulty status



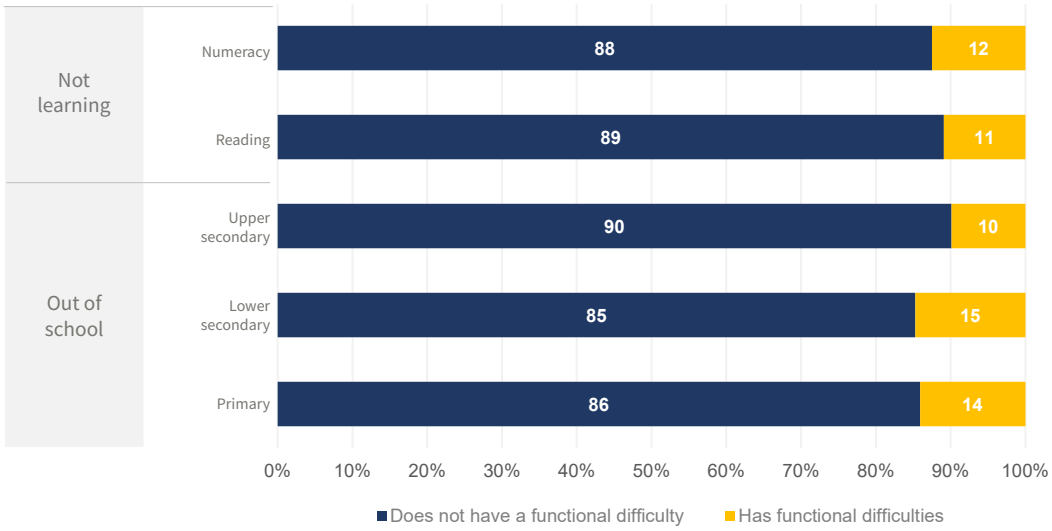


Findings:

- Children with functional difficulties have a very similar attendance rate in primary education and one year before primary education. However, there is a strong gap in attendance in lower secondary education by functional difficulty (10 per cent).
- For children without functional difficulties, dropout in is low in primary and lower secondary level . However, dropout rates are comparatively higher for children with functional difficulties.
- In Zimbabwe, there is not a significant gap between children with and without functional difficulties in repetition rates.
- Among children who don't have functional difficulties, 46 per cent have foundational reading skills whereas only 31 per cent of the children with functional difficulties have foundational reading skills.
- Similarly, the gap in foundational numeracy skills also favors children without any functional difficulties over those with functional difficulties (25 per cent versus 18 per cent).

Profile of children who are out of school or not learning, by functional difficulty

Figure 82 Profile of children out of school or not learning, by functional difficulty



Findings:

- Although only 10 per cent of children in Zimbabwe have any functional difficulties, they are over-represented among children not learning and out-of-school at both the primary and lower secondary level.
- At the upper secondary level, 10 per cent of out-of-school children have functional difficulty.
- This is probably due to the fact that children with functional difficulties are staying in school longer, but not necessarily attending the right level.
- This suggests that more should be done to accommodate the needs of all children to facilitate learning.

Topic 8: Remote Learning

Guiding questions:

1. What share of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Figure 83 Share of students aged 3 to 24 years with access to remote learning tools

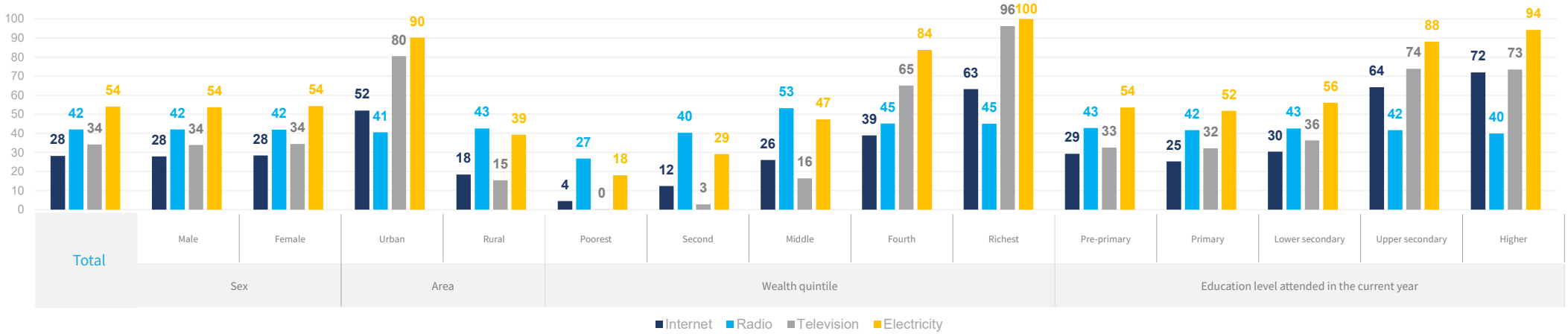


Figure 84 Share of students aged 3 to 24 years without access to a radio or television

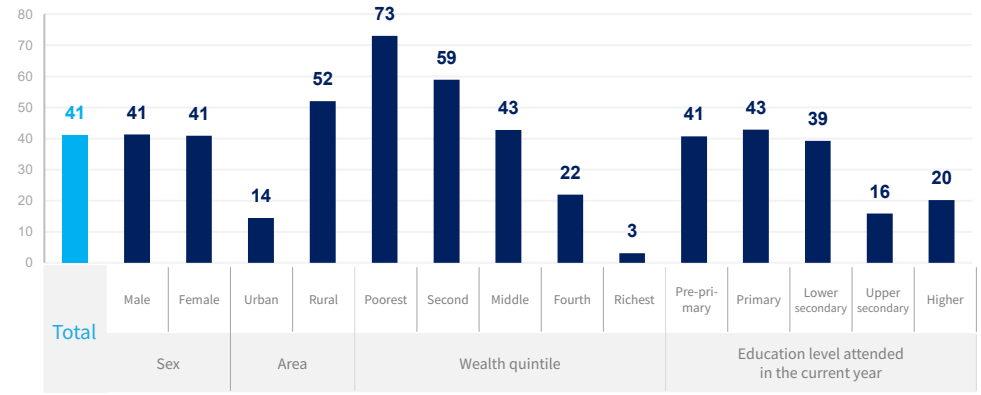
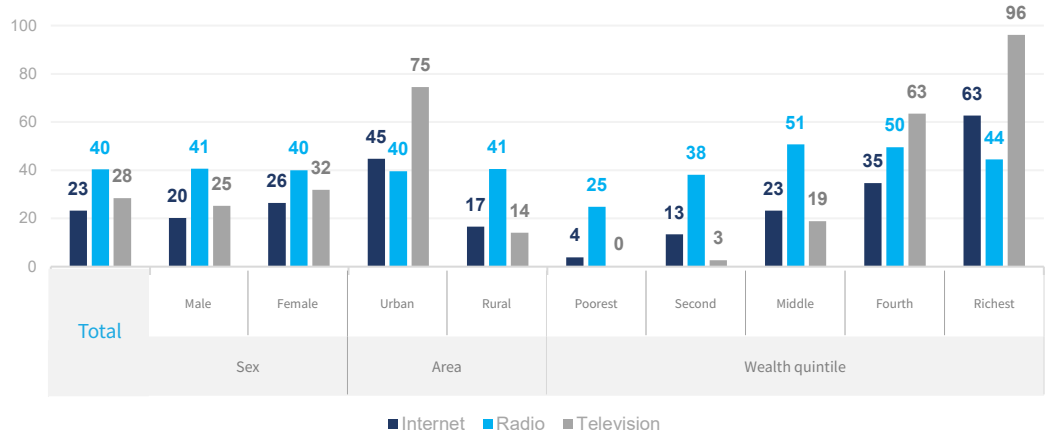
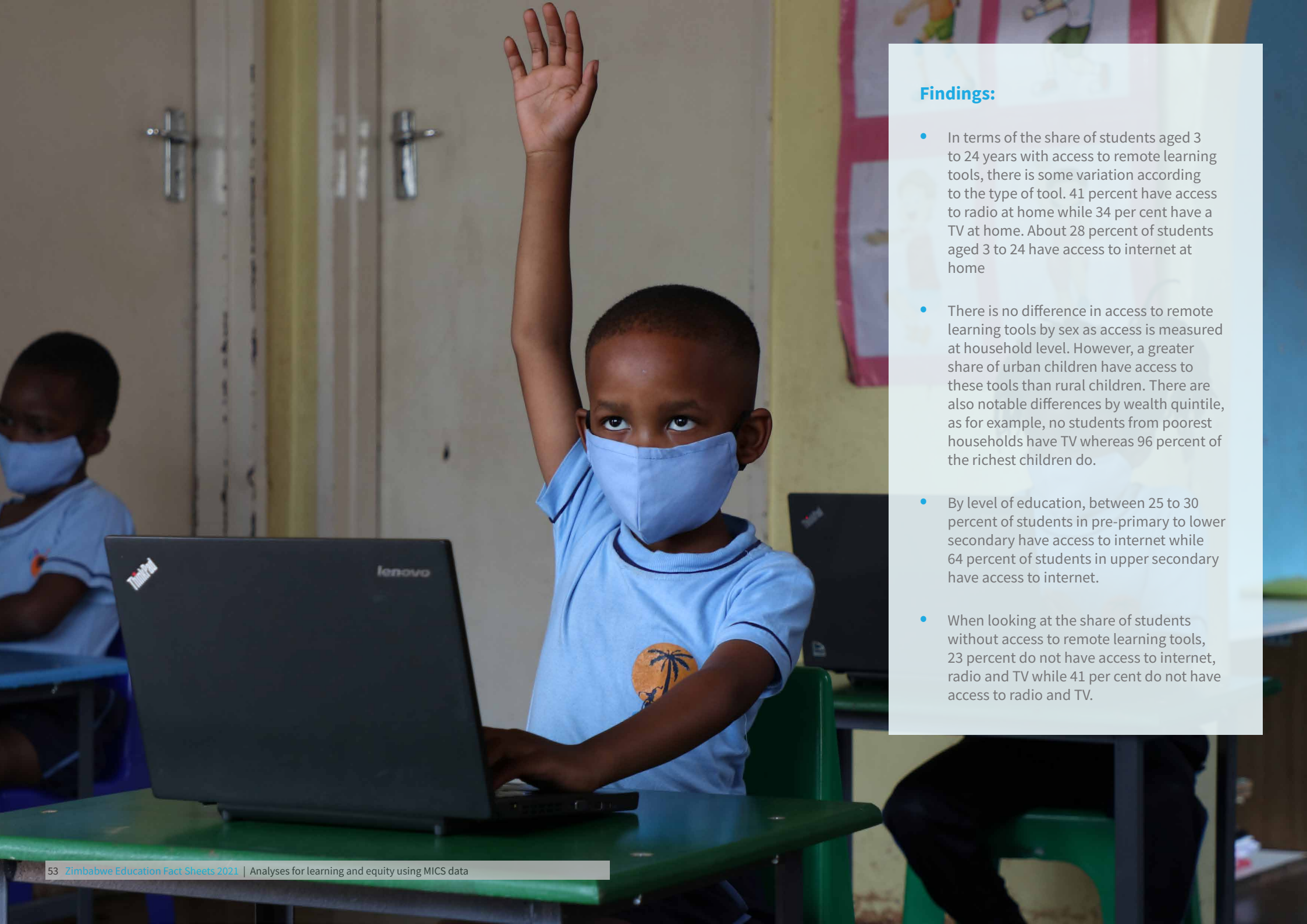


Figure 85 Out-of-school children aged 3 to 17 years with access to remote learning tools





Findings:

- In terms of the share of students aged 3 to 24 years with access to remote learning tools, there is some variation according to the type of tool. 41 percent have access to radio at home while 34 per cent have a TV at home. About 28 percent of students aged 3 to 24 have access to internet at home
- There is no difference in access to remote learning tools by sex as access is measured at household level. However, a greater share of urban children have access to these tools than rural children. There are also notable differences by wealth quintile, as for example, no students from poorest households have TV whereas 96 percent of the richest children do.
- By level of education, between 25 to 30 percent of students in pre-primary to lower secondary have access to internet while 64 percent of students in upper secondary have access to internet.
- When looking at the share of students without access to remote learning tools, 23 percent do not have access to internet, radio and TV while 41 per cent do not have access to radio and TV.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

Figure 86 **Foundational reading skill** by remote learning tools

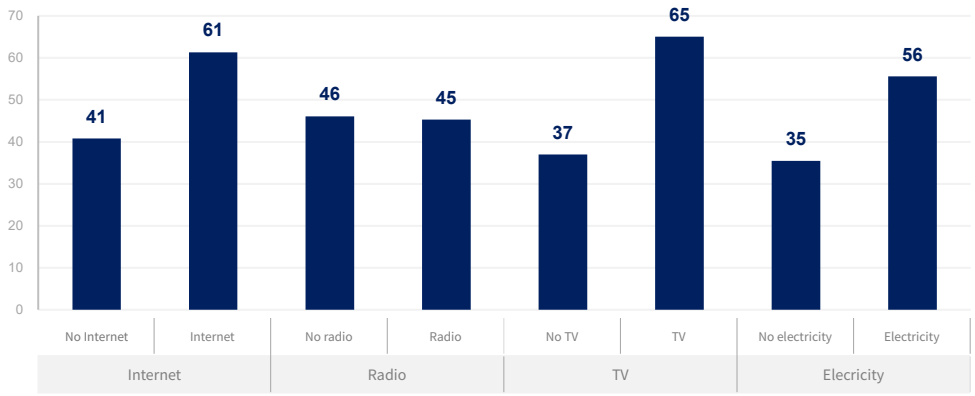
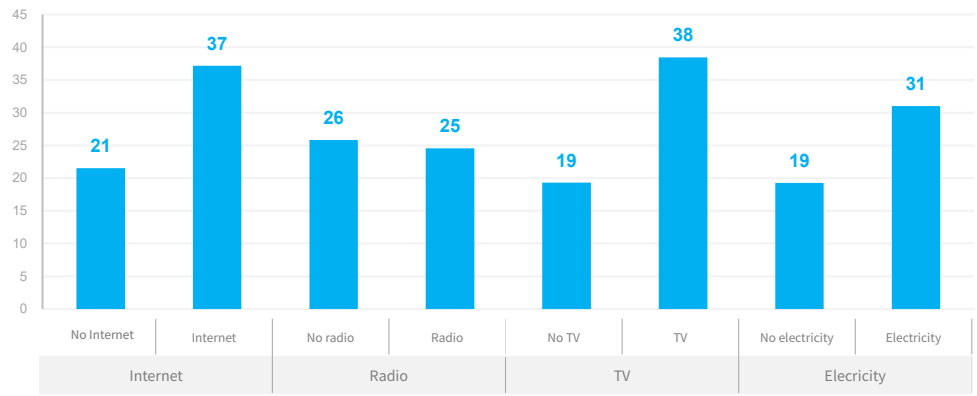


Figure 87 **Foundational numeracy skill** by remote learning tools



Findings:

- Access to remote learning tools is associated with higher shares of children with reading and numeracy skills. One exception is that a larger share of children with no radio access have higher foundational numeracy skills.
- The biggest gaps in foundation skills are associated with access to the internet and electricity, both of which are strongly associated with household wealth.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

Figure 88 No child-oriented books in the household

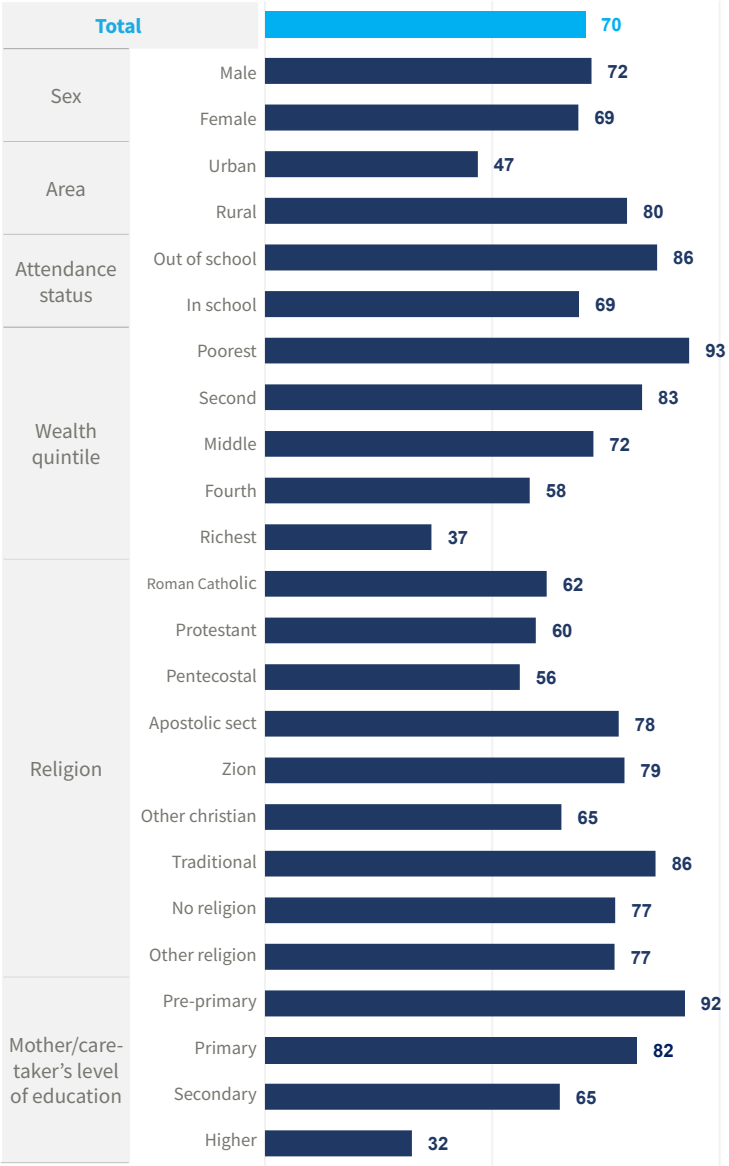
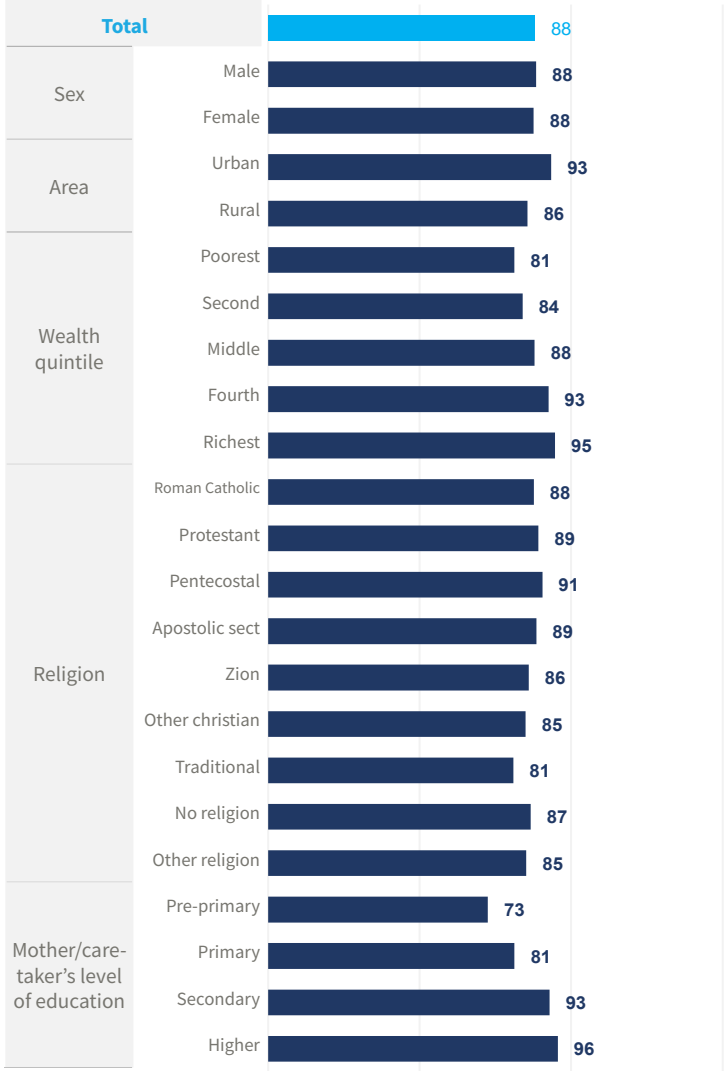


Figure 89 Parent or caretaker helped child with homework



Findings:

- 70 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by wealth quintile. On average, 37 per cent of children in the richest wealth quintile do not have access to child-oriented books at home, while more than 90 per cent of children in the poorest quintile do not have child-oriented books at home.
- Similarly, mother's education level is also strongly associated with the ownership of owning child-oriented books. 92 per cent of children whose mother's education level is pre-primary do not have books at home, but less than one in three children whose mother's education level is higher than secondary school do not have books at home.
- Most students aged 7 to 14 years receive help with homework in Zimbabwe.

Profiles of children aged 5 to 17 years with no access to remote learning tools

Figure 90 Profile of children with no access to remote learning tools, **by sex**

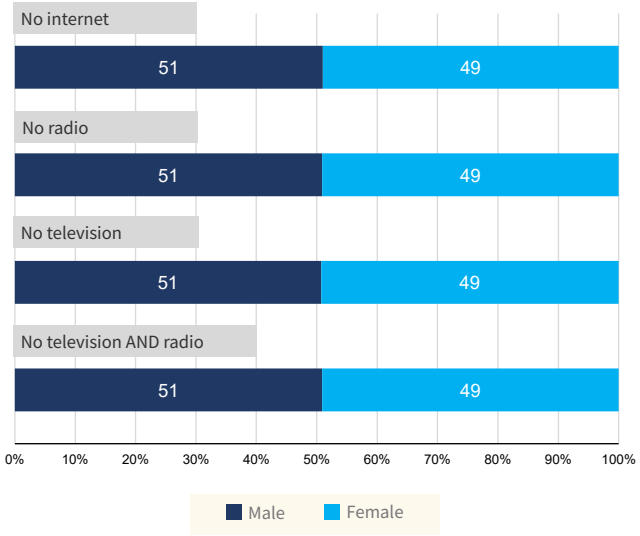


Figure 91 Profile of children with no access to remote learning tools, **by area**

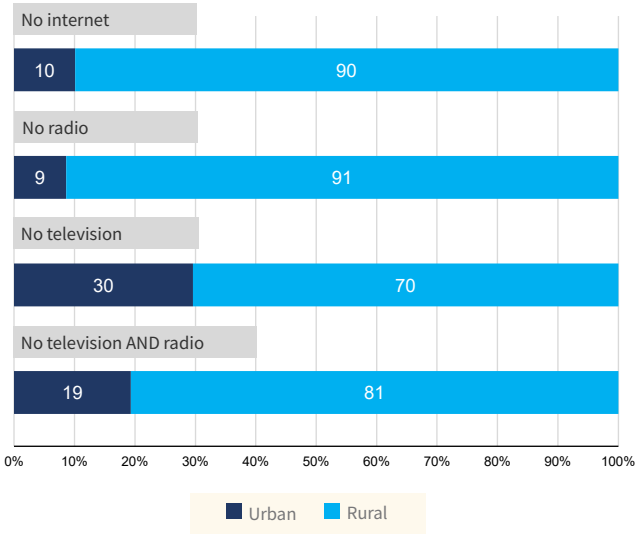


Figure 92 Profile of children with no access to remote learning tools, **by wealth quintile**

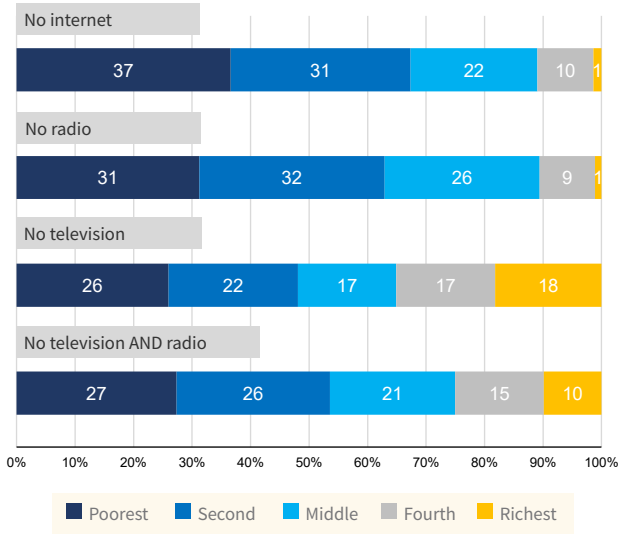


Figure 93 Profile of children with no access to remote learning tools, **by religion**

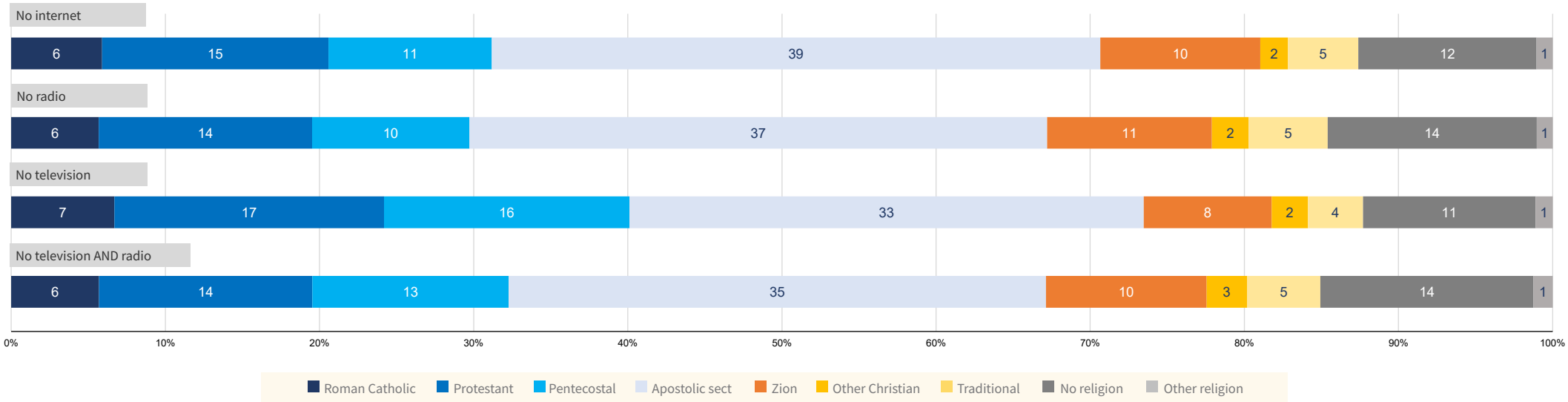
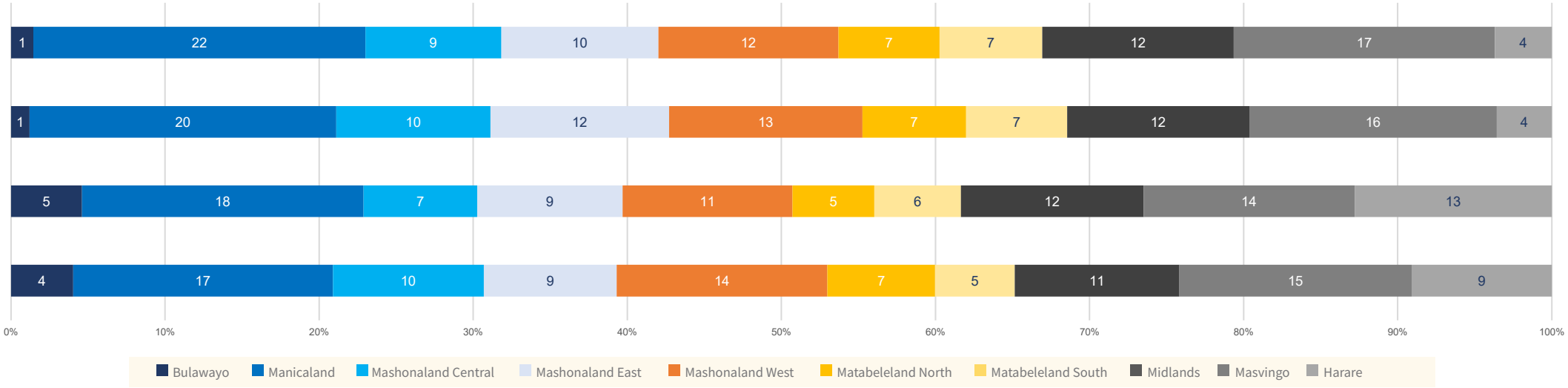


Figure 94 Profile of children with no access to remote learning tools, **by province**



Findings:

- Across all remote learning tools, slightly more boys than girls do not have access of those remote learning tools at home.
- Rural areas are over-represented in having no access to remote learning tools, particularly when it comes to having access to television.
- The two poorest wealth quintiles are over-represented among those who lack access to remote learning tools. Among those lacking access to both television and radio, the poorest two quintiles form the majority.
- The Apostolic sect religion group has a large population, which may explain why children of Apostolic sect religion represent the largest share of those who lack access to remote learning tools.
- The Manicaland region has the largest share of children who lack access to remote learning tools, while the Bulawayo region has the smallest shares of children who lack access.

TABLE 5. REMOTE LEARNING

Shares and headcounts by various socioeconomic characteristics

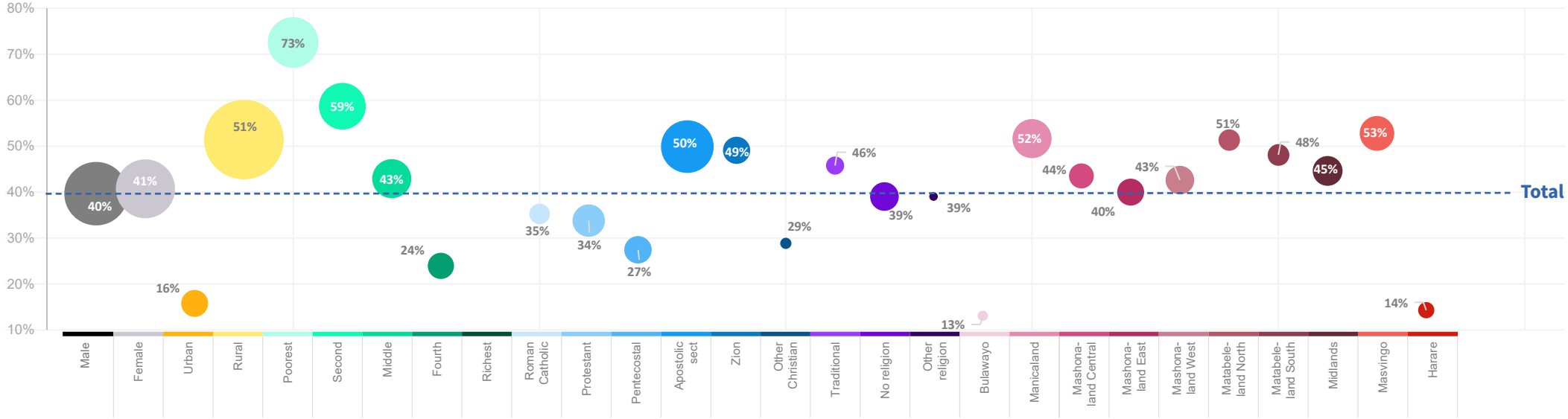
		Share (%) of students age 3 to 24	Headcount students (ages 3 to 24)
		No radio AND television	No radio AND television
	Total	**40%**	**1,937,000**
Sex	Male	40%	989,000
	Female	41%	948,000
Area	Urban	16%	198,000
	Rural	51%	1,738,000
Wealth quintile	Poorest	73%	705,000
	Second	59%	595,000
	Middle	43%	420,000
	Fourth	24%	188,000
	Richest	3%	28,000
Religion	Roman Catholic	35%	115,000
	Protestant	34%	288,000
	Pentecostal	27%	206,000
	Apostolic sect	50%	761,000
	Zion	49%	201,000
	Other christian	29%	35,000
	Traditional	46%	88,000
	No religion	39%	223,000
	Other religion	39%	20,000
Province	Bulawayo	13%	29,000
	Manicaland	52%	417,000
	Mashonaland Central	44%	170,000
	Mashonaland East	40%	197,000
	Mashonaland West	43%	225,000
	Matabeleland North	51%	126,000
	Matabeleland South	48%	129,000
	Midlands	45%	242,000
	Masvingo	53%	329,000
	Harare	14%	72,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Remote learning - Shares and headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who lack access to both radio and television.

Figure 95 Headcounts and shares of students who lack access to radio and television

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